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# INTEGRATING SCHOOL MATHEMATICS

## WORKBOOK



QA

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Accompanying  
AV material  
at  
QA 36.5  
E3415 1969  
CURR AV



# Investigating School Mathematics

## Workbook

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For Table of Contents,  
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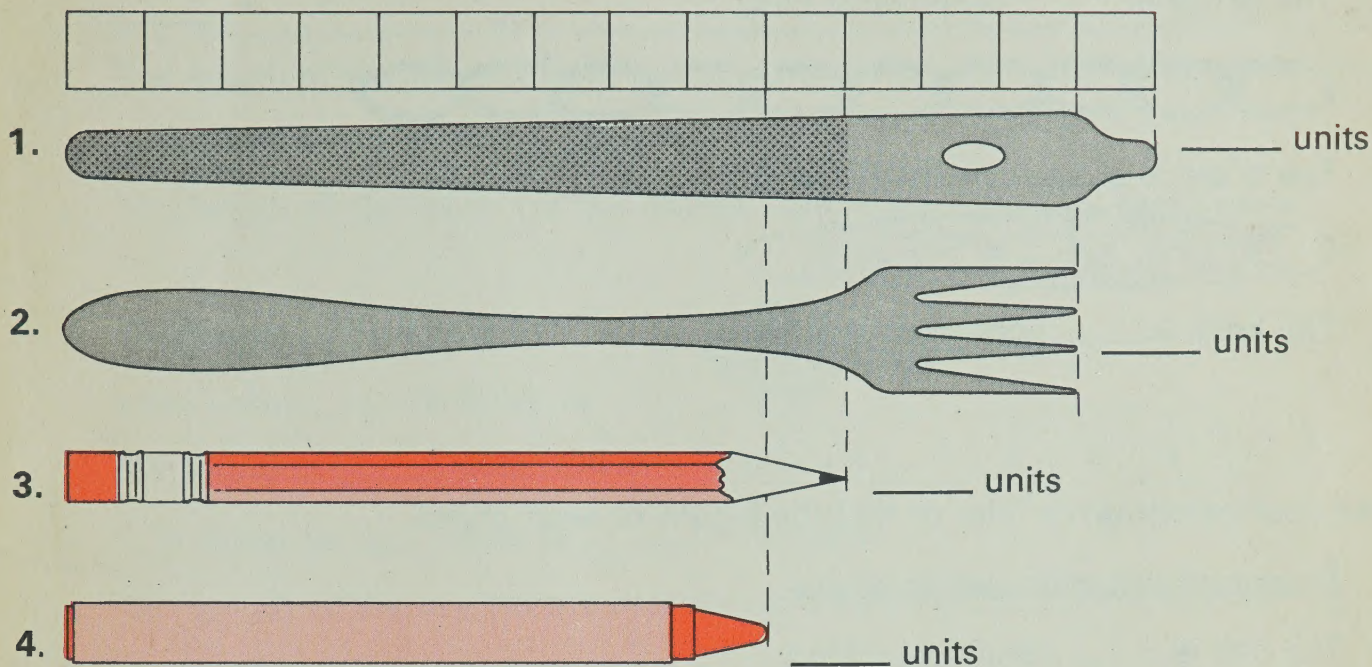
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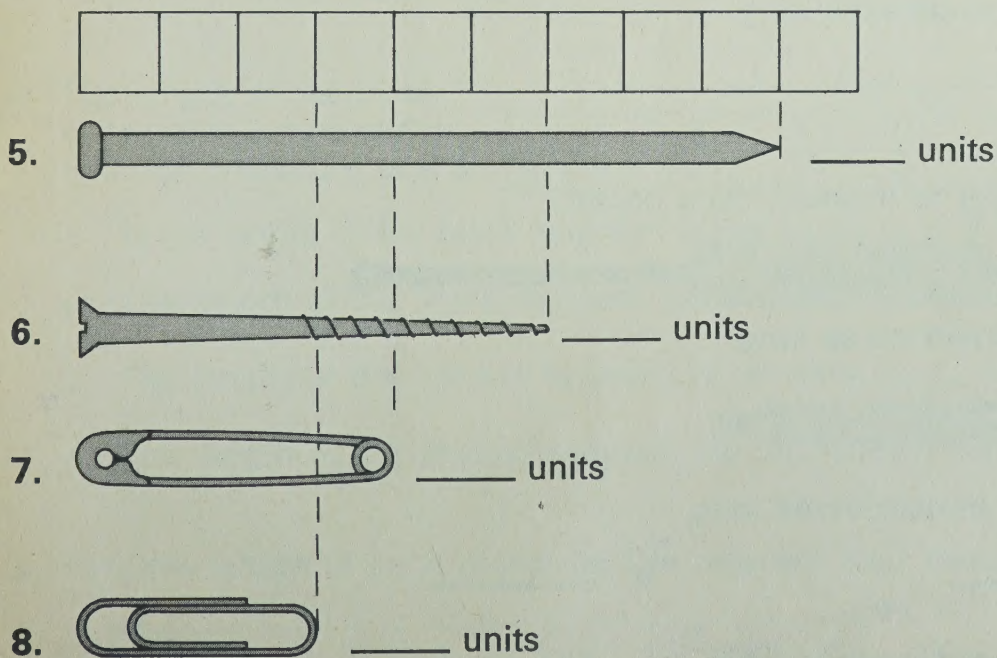
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How long is each object? Count the number of strip units.

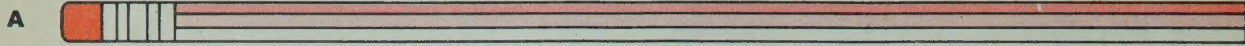


How many strip units long is each object?





1. Use your **centimetre** ruler to find the length of each object.



The pencil is \_\_\_\_\_ centimetres long.



The chain is \_\_\_\_\_ centimetres long.



The knife is \_\_\_\_\_ centimetres long.

2. Use your **centimetre** ruler to find the length of each object.



The nail is \_\_\_\_\_ centimetres long.

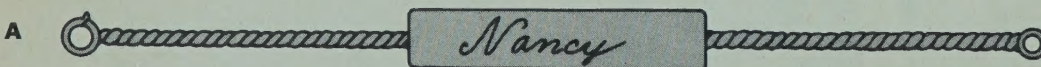


The strip is \_\_\_\_\_ centimetres long.



The spring is \_\_\_\_\_ centimetres long.

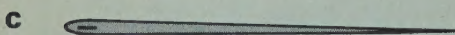
3. Use your **centimetre** ruler to measure each object.



It is almost \_\_\_\_\_ centimetres long.



The whistle is \_\_\_\_\_ centimetres long.

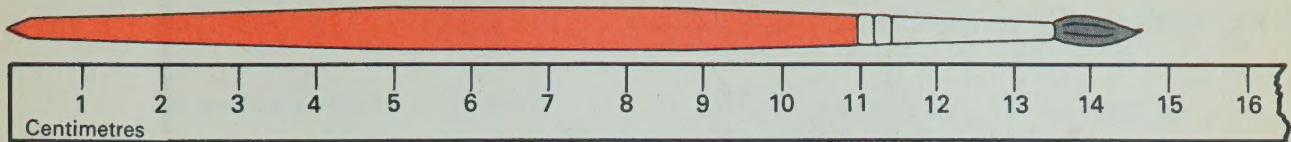


The needle is \_\_\_\_\_ centimetres long.



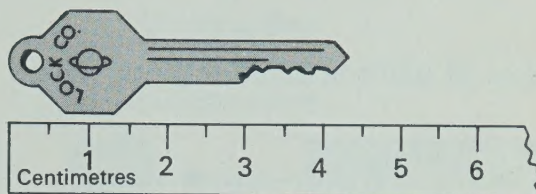
The pin is \_\_\_\_\_ centimetres long.





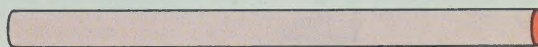
1. A The length of the brush is more than \_\_\_\_ centimetres but less than \_\_\_\_ centimetres  
 B Is it closer to 14 or 15? \_\_\_\_  
 C The length of the brush (to the nearest centimetre) is \_\_\_\_ centimetres.

2. A The length of the key is  
 more than \_\_\_\_ centimetres  
 but less than \_\_\_\_ centimetres.



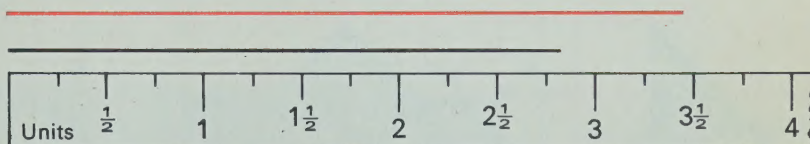
- B It is closer to \_\_\_\_ than to \_\_\_\_ centimetres.  
 C The length of the key (to the nearest centimetre) is \_\_\_\_ centimetres.

3. Use your centimetre ruler  
 to find the length of the stick




to the nearest centimetre. \_\_\_\_ centimetres

4. The length of the black  
 segment is between the  
 half-unit marks  $2\frac{1}{2}$  and 3.



- A Is the length of the black segment closer to  $2\frac{1}{2}$  or to 3? \_\_\_\_  
 B The length of the black segment (to the nearest half unit) is \_\_\_\_ units.  
 C The length of the colored segment is between \_\_\_\_ and \_\_\_\_ units.  
 D The length of the colored segment (to the nearest half unit) is \_\_\_\_ units.

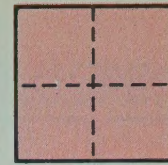
5. Find the length of each object to the nearest half centimetre.

A  \_\_\_\_ centimetres

B  \_\_\_\_ centimetres




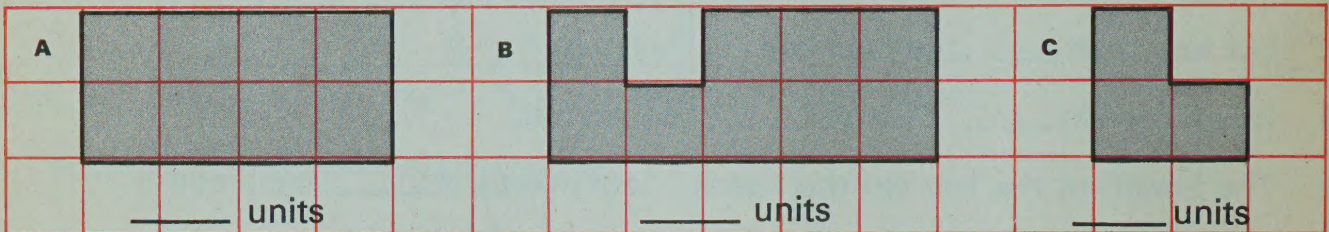
1. How many gray squares are needed to cover the colored region? \_\_\_\_\_





The number of square units needed to "cover" a region is called the **area** of the region.

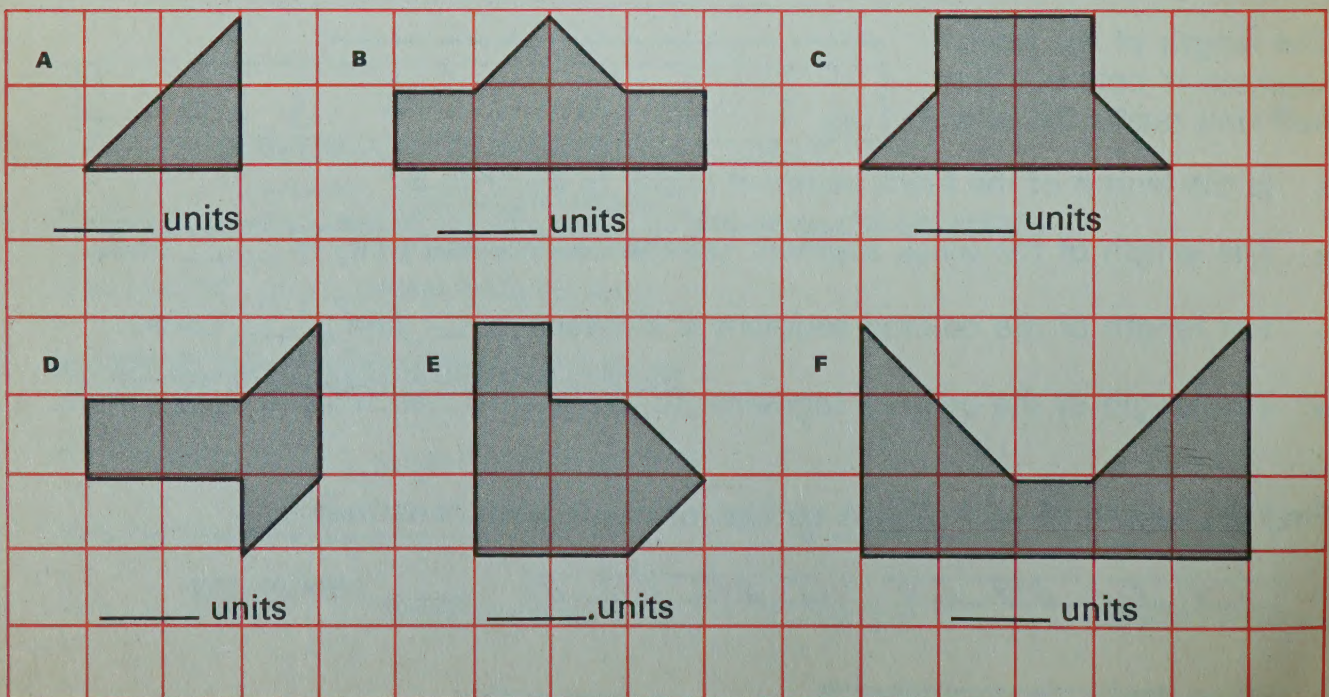
The **area** of the colored region is \_\_\_\_\_ square units.

2. Give the area of each shaded region. Use  as your unit.



3. How many of these  are needed to cover ? \_\_\_\_\_

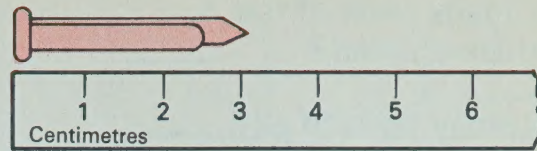
4. Give the area of each region.





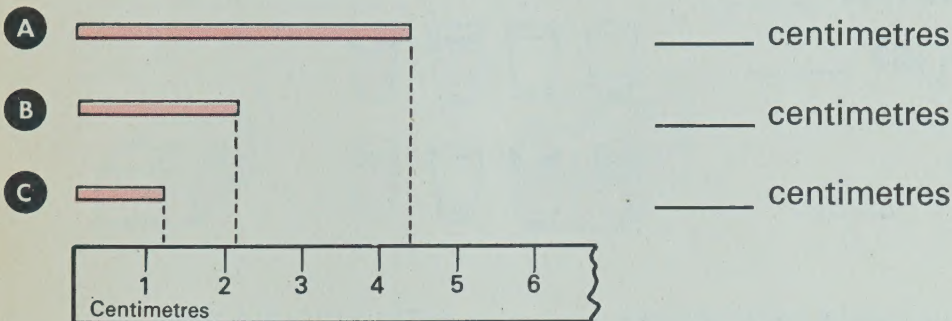
1. A Is the end of the paper fastener closer to 3 cm or 4 cm?

\_\_\_\_\_

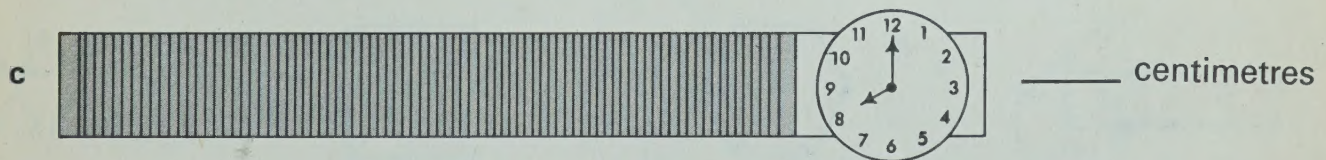
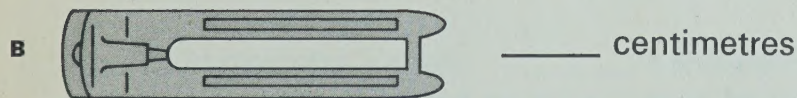



- B The length of the paper fastener is \_\_\_\_\_ centimetres.

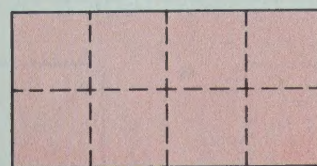
2. Give the length of each bar to the nearest centimetre.



3. Use your centimetre ruler to find the length of each object to the nearest half centimetre.



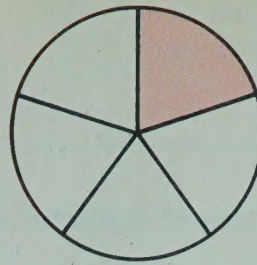
4. A If  is the unit, what is the area of the rectangle? \_\_\_\_\_ units.



- B The area of  $\frac{1}{2}$  of it is \_\_\_\_\_ units.
- C The area of  $\frac{1}{4}$  of it is \_\_\_\_\_ units.
- D The area of  $\frac{3}{4}$  of it is \_\_\_\_\_ units.



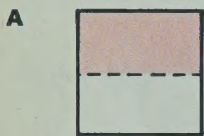
1. **A** How many parts of the circle are colored? \_\_\_\_\_
- B** How many parts in all? \_\_\_\_\_
- C** Give the fraction that tells what part of the circle is colored. \_\_\_\_\_



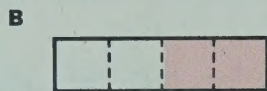
2. **A** How many glasses are full? \_\_\_\_\_
- B** How many glasses in all? \_\_\_\_\_
- C** Give the fraction that tells what part of the glasses are full. \_\_\_\_\_



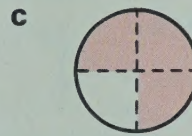
3. Circle the fraction that tells what part of each region is colored.



$\frac{1}{2}$     $\frac{3}{4}$     $\frac{1}{4}$



$\frac{2}{4}$     $\frac{1}{3}$     $\frac{3}{4}$

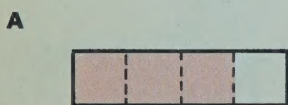


$\frac{1}{4}$     $\frac{3}{3}$     $\frac{3}{4}$



$\frac{3}{4}$     $\frac{5}{8}$     $\frac{3}{8}$

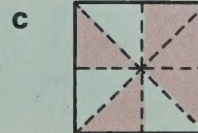
4. Give the fraction that tells what part of each region or set is colored.



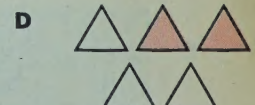
\_\_\_\_\_



\_\_\_\_\_

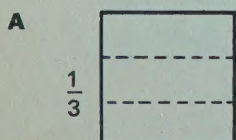


\_\_\_\_\_

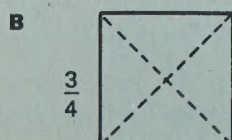


\_\_\_\_\_

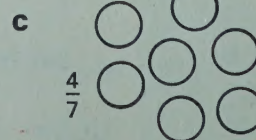
5. The fraction next to each region or set tells what part you should color.



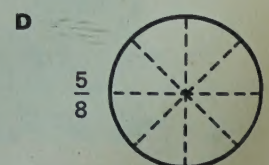
$\frac{1}{3}$



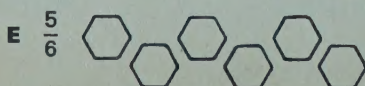
$\frac{3}{4}$



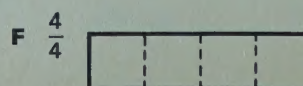
$\frac{4}{7}$



$\frac{5}{8}$



$\frac{5}{6}$

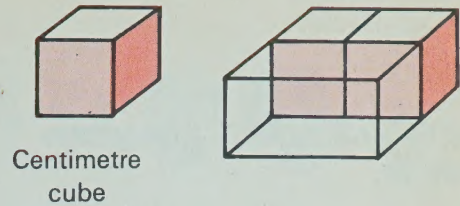


$\frac{4}{4}$



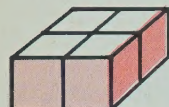
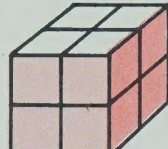
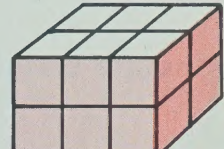
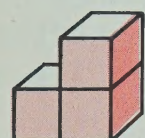
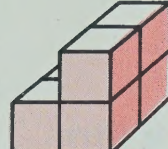
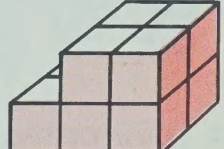

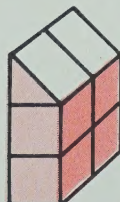
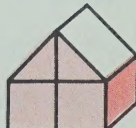
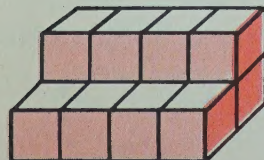
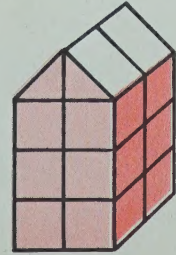
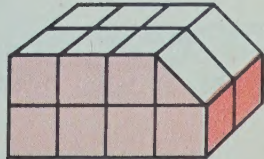
1. How many cubes will the box hold? \_\_\_\_\_

The number of cubes needed to "fill" a box is called the **volume** of the box.



The **volume** of the box is \_\_\_\_\_ centimetre cubes.

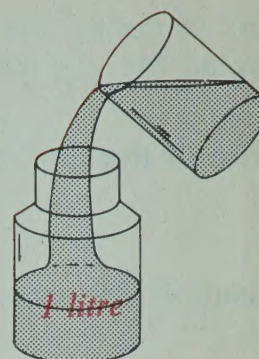
2. The unit used in the exercises below is . Give the volume of each figure.

<p><b>A</b></p>  <p>_____ centimetre cubes</p>	<p><b>B</b></p>  <p>_____ centimetre cubes</p>	<p><b>C</b></p>  <p>_____ centimetre cubes</p>
<p><b>D</b></p>  <p>_____ centimetre cubes</p>	<p><b>E</b></p>  <p>_____ centimetre cubes</p>	<p><b>F</b></p>  <p>_____ centimetre cubes</p>
<p><b>G</b></p>  <p>_____ centimetre cubes</p>	<p><b>H</b></p>  <p>_____ centimetre cubes</p>	<p><b>I</b></p>  <p>_____ centimetre cubes</p>
<p><b>J</b></p>  <p>_____ centimetre cubes</p>	<p><b>K</b></p>  <p>_____ centimetre cubes</p>	<p><b>L</b></p>  <p>_____ centimetre cubes</p>



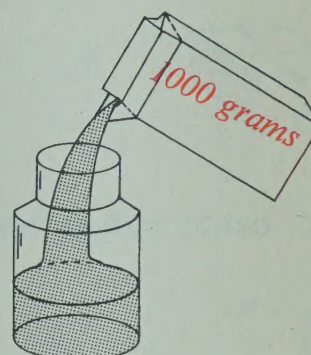
1. A litre will hold **1 kilogram** of water.

- A A litre contains \_\_\_\_\_ kilogram of water.
- B Two kilograms of water could be held in a \_\_\_\_\_ container.



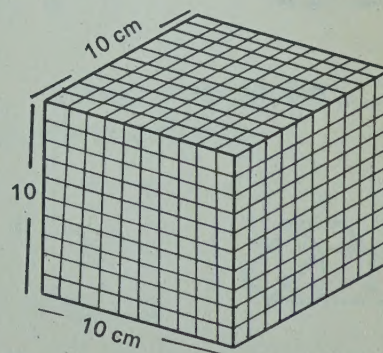
2. A litre of water weighs **1000 grams**.

- A Half a litre weighs \_\_\_\_\_ grams.
- B 1000 grams is equal to \_\_\_\_\_ kilograms.



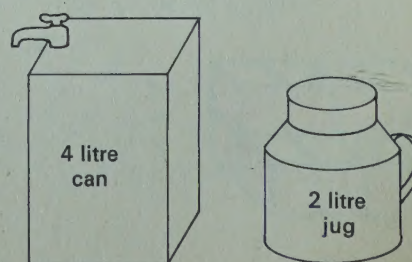
3. There are **1000 cubic centimetres** in a litre.

- A A  $\frac{1}{2}$ -litre is equal to \_\_\_\_\_  $\text{cm}^3$ .
- B A 2-litre container is equal to \_\_\_\_\_  $\text{cm}^3$ .



4. A **4-litre** can and a **2-litre** jug.

- A The can would hold \_\_\_\_\_ jugs.
- B Four jugs could be emptied into \_\_\_\_\_ cans.





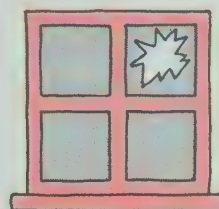
1. Three boys. Two girls.

Give the fraction that tells what part of the children are boys. \_\_\_\_\_

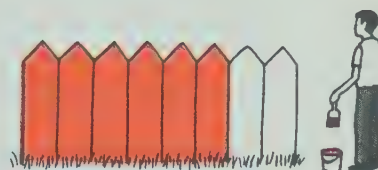


2. A What fraction tells what part of the window is broken? \_\_\_\_\_

B What part of the window is not broken? \_\_\_\_\_



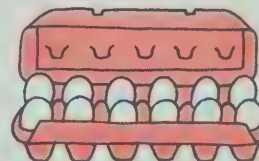
3. Mr. James painted  $\frac{3}{4}$  of his fence. What part does he have left to paint? \_\_\_\_\_



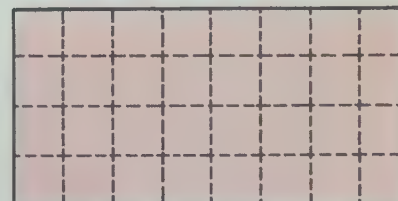
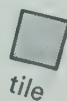
4. Six ice cream bars. Dave ate  $\frac{1}{3}$  of them. How many did he eat? \_\_\_\_\_



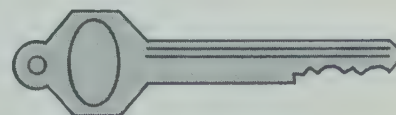
5. One dozen eggs. Joan used  $\frac{1}{2}$  of them to make cookies. How many eggs did she use? \_\_\_\_\_



6. How many tiles are needed to cover the floor? \_\_\_\_\_



7. Is the key 5 cm long, less than 5 cm or longer than 5 cm? \_\_\_\_\_



8. How many cubes are in the stack? \_\_\_\_\_

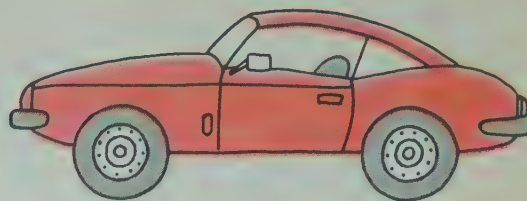




1. Estimate then use your centimetre ruler to find the length of the car

A to the nearest centimetre. \_\_\_\_\_

B to the nearest half centimetre. \_\_\_\_\_



2. Using the unit  $\square$ , give the area of each shaded region.



\_\_\_\_\_ units

\_\_\_\_\_ units

\_\_\_\_\_ units

\_\_\_\_\_ units

3. Give the volume of each figure. Use  $\square$  as your unit.



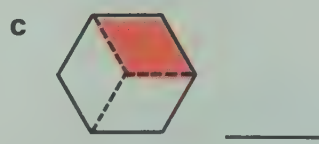
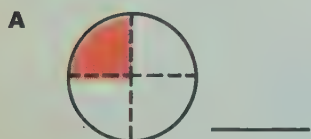
\_\_\_\_\_ units

\_\_\_\_\_ units

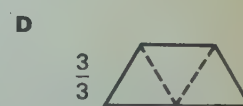
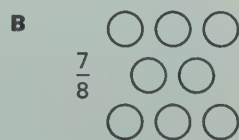
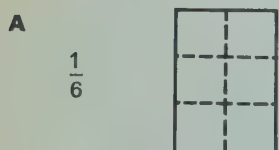
\_\_\_\_\_ units

\_\_\_\_\_ units

4. Give the fraction that tells what part of each region or set is colored.



5. Color the part of the region or set indicated by the fraction.



## CHANGE OF PACE

Use the equation

$$17 - 9 = 8$$

to fill in the blanks in the story.

The king had \_\_\_\_\_ horses  
and only \_\_\_\_\_ men. He said,

"My goodness, I have \_\_\_\_\_  
more horses than men!"





1. Draw rings around sets of 10 objects.

A

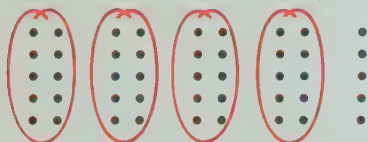


B



2. Write the correct numeral in each blank.

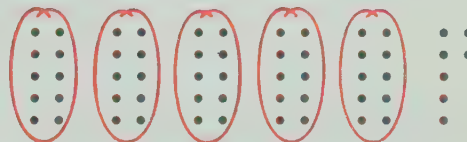
A



4 tens and \_\_\_\_.

We write \_\_\_\_.

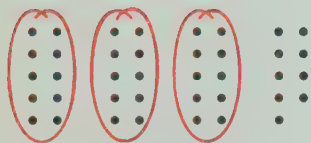
B



\_\_\_\_ tens and \_\_\_\_.

We write \_\_\_\_.

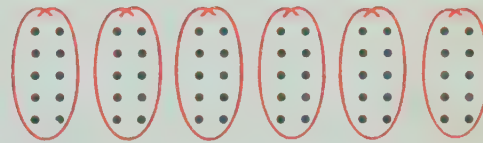
C



\_\_\_\_ tens and \_\_\_\_.

We write \_\_\_\_.

D



\_\_\_\_ tens and \_\_\_\_.

We write \_\_\_\_.

3. Write the correct 2-digit numeral in each blank.

A 3 tens and 2 \_\_\_\_

D 5 tens and 5 \_\_\_\_

B 1 ten and 7 \_\_\_\_

E 6 tens and 3 \_\_\_\_

C 4 tens and 1 \_\_\_\_

F 9 tens and 0 \_\_\_\_

4. Write the correct digit in each blank.

A 39 means 3 tens and \_\_\_\_.

D 67 means \_\_\_\_ tens and 7.

B 76 means \_\_\_\_ tens and 6.

E 28 means \_\_\_\_ tens and \_\_\_\_.

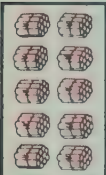
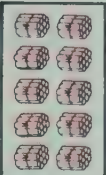


C 40 means \_\_\_\_ tens and 0.

F 80 means 8 tens and \_\_\_\_.

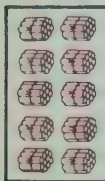
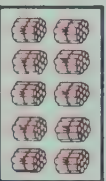
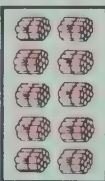
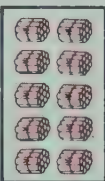

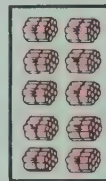
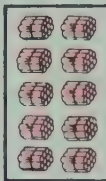
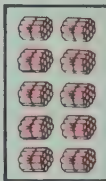



1.  For 9 tens we write \_\_\_\_.
-  For 10 tens we write \_\_\_\_.

2. Since we write 100 for **one** hundred, we write \_\_\_\_ for **two** hundreds.  
For **three** hundreds, we write \_\_\_\_\_. For **nine** hundreds we write \_\_\_\_\_.

3. Set A Set B Set C Set D
-    
- Each bundle has 10 sticks.
- A There are \_\_\_\_ sticks in set A.  
B There are \_\_\_\_ sticks in set B.  
C There are \_\_\_\_ sticks in set C.  
D There are \_\_\_\_ sticks in set D.  
E In all, there are \_\_\_\_ sets of 100, \_\_\_\_ sets of 10, and \_\_\_\_ extra sticks.  
F To tell how many, we write \_\_\_\_\_.

4. Write the correct numeral in each blank. There are 10 sticks in each bundle.

- A     
- \_\_\_\_ hundreds, \_\_\_\_ tens, and \_\_\_\_
- To tell how many, we write \_\_\_\_.
- B    
- \_\_\_\_ hundreds, \_\_\_\_ tens, and \_\_\_\_
- We write \_\_\_\_.

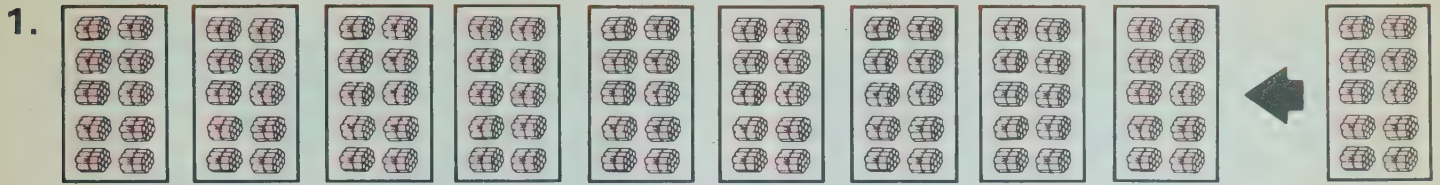
5. Write the correct digit in each blank.

- A 567 means \_\_\_\_ hundreds, \_\_\_\_ tens, and \_\_\_\_.
- B 814 means \_\_\_\_ hundreds, \_\_\_\_ tens, and \_\_\_\_.
- C 604 means \_\_\_\_ hundreds, \_\_\_\_ tens, and \_\_\_\_.

6. Write the correct 3-digit numeral in each blank. (*h* stands for hundreds, *t* for tens.)

- A 4*h*, 2*t*, and 6 \_\_\_\_
- B 9*h*, 3*t*, and 1 \_\_\_\_
- C 6*h*, 9*t*, and 0 \_\_\_\_
- D 3*h*, 0*t*, and 7 \_\_\_\_

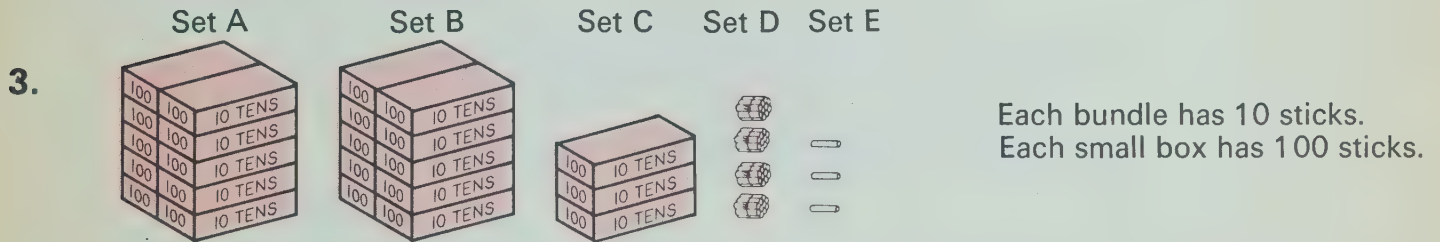




For 9 hundreds, we write \_\_\_\_\_. For 10 hundreds, we write \_\_\_\_\_.

2. Since we write 1000 for one thousand, we write \_\_\_\_\_ for two thousand.

For four thousand we write \_\_\_\_\_. For nine thousand we write \_\_\_\_\_.



A There are \_\_\_\_\_ sticks in set A.

B There are \_\_\_\_\_ sticks in set B.

C There are \_\_\_\_\_ sticks in set C.

D There are \_\_\_\_\_ sticks in set D.

E There are \_\_\_\_\_ sticks in set E.

F In all, there are \_\_\_\_\_ sets of 1000,

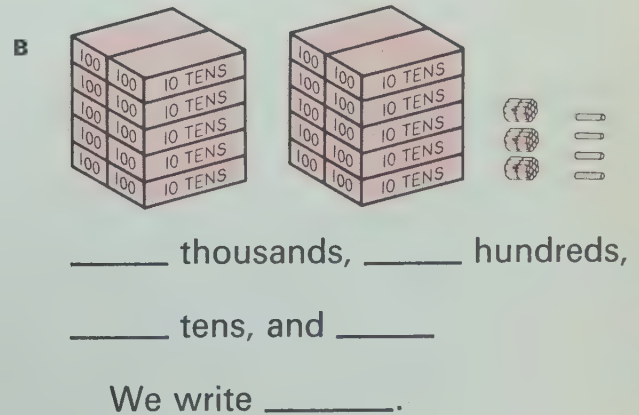
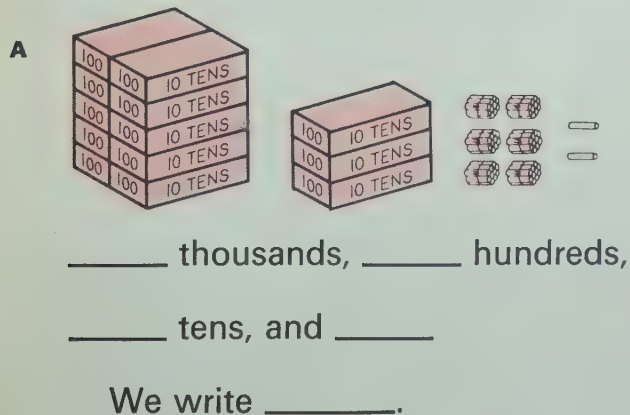
\_\_\_\_\_ sets of 100,

\_\_\_\_\_ sets of 10,

and \_\_\_\_\_ extra sticks.

G To tell how many, we write \_\_\_\_\_.

4. Write the correct numeral in each blank.



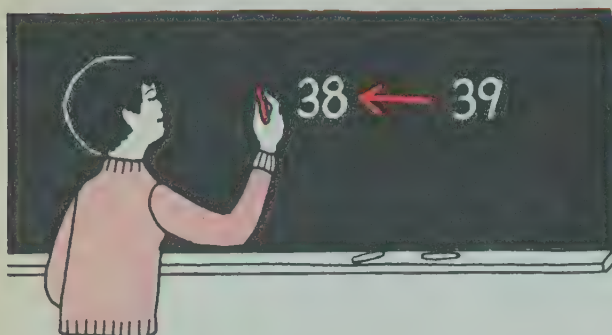
5. Write **thousands**, **hundreds**, **tens**, or **ones** in the blank to tell what the red digit in each numeral stands for.

A 4569 \_\_\_\_\_

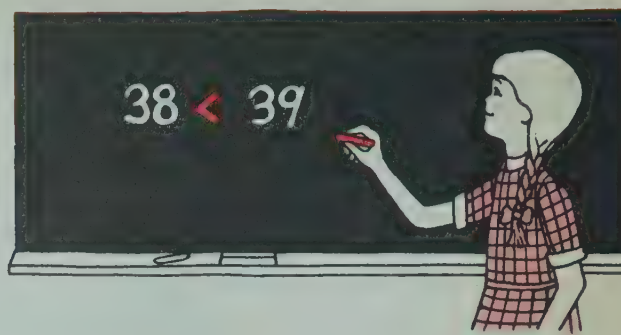
B 1348 \_\_\_\_\_

C 6988 \_\_\_\_\_






John used colored chalk to draw an arrow that points to the smaller number.



Jane used a short cut and drew only the head of the arrow to point to the smaller number.

For  $38 < 39$  we read "38 is less than 39."

For  $39 > 38$  we read "39 is greater than 38."

1. In each , draw an arrow that points to the smaller number. Then write **greater** or **less** in each blank.

A 5  10

5 is LESS than 10.

C 320  32

320 is \_\_\_\_\_ than 32.

E 10  9


10 is \_\_\_\_\_ than 9.

B 39  49

39 is \_\_\_\_\_ than 49.

D 34  43

34 is \_\_\_\_\_ than 43.


F 54  47

54 is \_\_\_\_\_ than 47.


2. Put the correct mark ( $<$  or  $>$ ) in each .

A 47  54


D 850  820


G 1343  1443


B 136  145

E 461  641

H 6680  6608

C 332  323

F 425  445

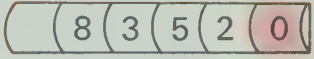
I 6749  6794

3. Write these numbers in order from the smallest to the largest.

934      431      19      143      1394      93      194      9413

\_\_\_\_\_, \_\_\_\_\_, 143, \_\_\_\_\_, \_\_\_\_\_, 934, \_\_\_\_\_, \_\_\_\_\_



1. A If the odometer on your car looks like this  when you leave home, what will the odometer show when you are 1 kilometre away from home? \_\_\_\_\_

Odometer

- B When you are 10 kilometres from home, the odometer will show \_\_\_\_\_.
- C When you are 100 kilometres from home, it will show \_\_\_\_\_.
- D When you are 1000 kilometres from home, it will show \_\_\_\_\_.

2. The red digit in each numeral tells how many ones (*o*), tens (*t*), hundreds (*h*) or thousands (*th*) in each numeral. Write *o*, *t*, *h*, or *th* in each blank.

A 9736 \_\_\_\_\_

C 6874 \_\_\_\_\_

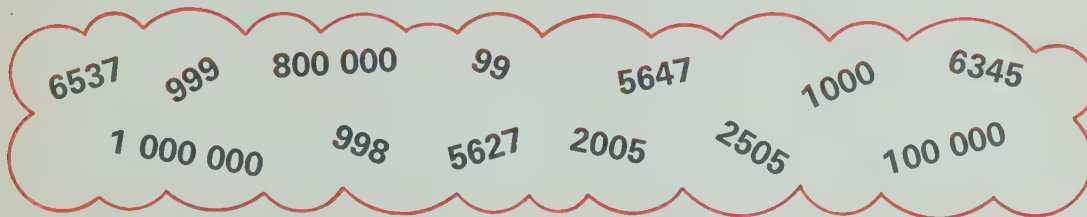
E 4986 \_\_\_\_\_

B 8034 \_\_\_\_\_

D 7502 \_\_\_\_\_

F 2934 \_\_\_\_\_

3. Use the numerals in the cloud to fill in the blanks below.



- A Which is the numeral for **six thousand, three hundred forty-five**? \_\_\_\_\_
- B Which number is 1 more than 99 999? \_\_\_\_\_
- C Which number is between 1500 and 2500? \_\_\_\_\_
- D Which number is 10 less than 5637? \_\_\_\_\_
- E Which number is 1 less than 999? \_\_\_\_\_
- F Which numbers are greater than 500 000? \_\_\_\_\_ and \_\_\_\_\_
- G Which numbers are less than 1000? \_\_\_\_\_ and \_\_\_\_\_

4. Write the numeral for each exercise.

- A Three hundred seventy-four \_\_\_\_\_
- B Forty-five thousand, eight hundred thirty-one \_\_\_\_\_
- C Five hundred sixteen thousand, one hundred nine \_\_\_\_\_



1. To tell how many sticks are in the picture, we write \_\_\_\_\_.



2. Write the correct numeral in each blank.

A One hundred is \_\_\_\_\_ tens.

B One thousand is \_\_\_\_\_ hundreds.

3. Write **thousands, hundreds, tens, or ones** in the blank to tell what the red digit in each numeral stands for.

A **5**6 \_\_\_\_\_

c **3**856 \_\_\_\_\_

B 8**5**6 \_\_\_\_\_

D **9**56 \_\_\_\_\_

4. Write the correct digit in each blank.

A 465 means \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, and \_\_\_\_\_.

B 2708 means \_\_\_\_\_ thousands, \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, and \_\_\_\_\_.

5. A For **seven hundred twenty-nine**, we write \_\_\_\_\_.

B For **six thousand, three hundred forty**, we write \_\_\_\_\_.

6. Put the correct mark (< or >) in each .

A 65 68

c 352 342

E 876 871

G 4000 3999

B 56 86

D 295 301

F 990 1001

H 6258 5765

## CHANGE OF PACE

Find the pattern and give three more numbers for each sequence.

1. 2, 4, 6, 8, 10, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. 1, 1, 2, 2, 3, 3, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. 1, 3, 5, 7, 9, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

7. 30, 28, 26, 24, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. 0, 4, 0, 4, 0, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. 1, 5, 9, 13, 17, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4. 0, 5, 10, 15, 20, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

9. 0, 7, 14, 21, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

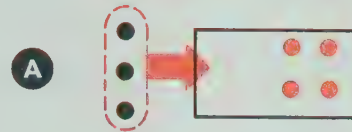
5. 1, 2, 4, 8, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

10. 0, 1, 4, 9, 16, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



1. Write the letter (A, B, C, or D) of the picture to answer each question.

A For which picture do you think about adding 3 to 4? \_\_\_\_\_



B For which picture do you think about subtracting 3 from 7? \_\_\_\_\_



C For which picture do you think about adding 4 to 3? \_\_\_\_\_



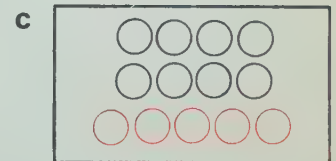
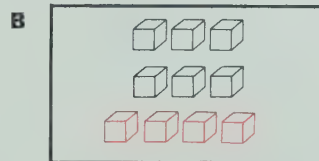
D Which picture shows that there are three dots left? \_\_\_\_\_



2. Solve each equation. The pictures above may help you.

A  $4 + 3 = \underline{\quad}$     B  $7 - 3 = \underline{\quad}$     C  $3 + 4 = \underline{\quad}$     D  $7 - 4 = \underline{\quad}$

3. Write two addition and two subtraction equations for each set.



$$\frac{5}{\quad} + \frac{4}{\quad} = \underline{\quad}$$

$$\frac{6}{\quad} + \frac{4}{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\frac{4}{\quad} + \frac{5}{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\frac{9}{\quad} - \frac{4}{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\frac{9}{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

4. A Write an equation that tells how many objects in sets A and B together. \_\_\_\_\_

B Write an equation that tells how many more objects in set A than in set B. \_\_\_\_\_



Set A

Set B



## ● Addition and Subtraction on the Number Line



The first jump was \_\_\_\_\_ units long.

$$6 + \underline{\hspace{1cm}} = \boxed{\hspace{1cm}}$$

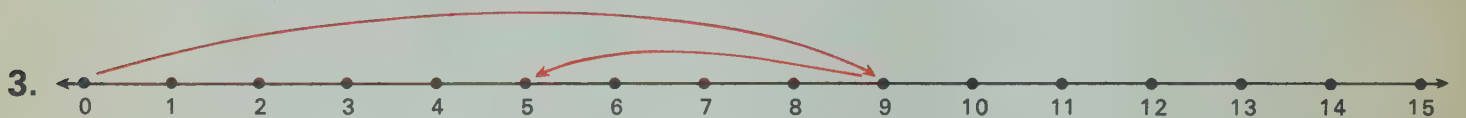
The second jump was \_\_\_\_\_ units long.



The first jump was \_\_\_\_\_ units long.

$$5 + \underline{\hspace{1cm}} = \boxed{\hspace{1cm}}$$

The second jump was \_\_\_\_\_ units long.



The jump to the right was \_\_\_\_\_ units long.

$$9 - \underline{\hspace{1cm}} = \boxed{\hspace{1cm}}$$

The jump to the left was \_\_\_\_\_ units long.



The jump to the right was \_\_\_\_\_ units long.

$$13 - \underline{\hspace{1cm}} = \boxed{\hspace{1cm}}$$

The jump to the left was \_\_\_\_\_ units long.



Write an equation for the number-line picture above. \_\_\_\_\_



Show the jumps on the number line for the equation  $12 - 7 = \boxed{\hspace{1cm}}$   
Then solve the equation.



These two numbers are **addends**  $\rightarrow$   $\begin{array}{r} 3 \\ +4 \\ \hline 7 \end{array}$   
This is their **sum**  $\rightarrow$  7

Addends Sum  
 $3 + 4 = 7$

In the equation  $\square + 2 = 7$ , one addend is missing.

To solve the equation, think "What number plus 2 equals 7?"

1. Find the missing addends.

A  $\square + 3 = 5$

C  $\square + 2 = 9$

E  $6 + \square = 10$

B  $3 + \square = 8$

D  $1 + \square = 6$

F  $\square + 5 = 7$

You can think of subtraction as finding a missing addend.

$10 - 6 = \square$

Think:  
"What number plus 6 equals 10?"  
 $\square + 6 = 10$

2. Find the differences by thinking about missing addends.

A  $7 - 2 = \square$

C  $10 - 8 = \square$

E  $5 - 4 = \square$

B  $4 - 1 = \square$

D  $9 - 5 = \square$

F  $8 - 3 = \square$

3. How many more children than ice cream cones? \_\_\_\_\_

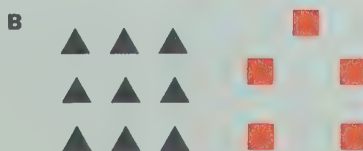
Solve the equation.  $6 - 5 = \square$



4. For each pair of sets, write a subtraction equation to tell how many more objects in one set than in another.



\_\_\_\_\_ - \_\_\_\_\_ =  $\square$



\_\_\_\_\_ - \_\_\_\_\_ =  $\square$



\_\_\_\_\_ - \_\_\_\_\_ =  $\square$

- Fill in the squares along the dotted line.
- The sum  $3 + 2$  is given. Write the sum  $2 + 3$  in the correct square.
- The sum  $5 + 2$  is given. Write the sum  $2 + 5$ .
- The sum  $7 + 3$  is given. Write the sum  $3 + 7$ .
- Fill in the gray part of the table.
- Use the **order principle** and fill in the rest of the table.

+	0	1	2	3	4	5	6	7	8	9
0										
1										
2										
3				5						
4										
5				7						
6										
7					10					
8										
9										

- Find the sums. The colored blocks tell you which numbers to add first.

A  $3 + 4 + 2 = \square$

C  $7 + 3 + 4 = \square$

E  $99 + 1 + 35 = \square$

B  $3 + 4 + 2 = \square$

D  $7 + 3 + 4 = \square$

F  $99 + 1 + 35 = \square$

- Find the sums. The colored blocks show the addends that are added first.

A  $1 + 3 + 5 = \square$

B  $3 + 5 + 1 = \square$

C  $1 + 5 + 3 = \square$

$3 + 1 + 5 = \square$

$5 + 3 + 1 = \square$

$5 + 1 + 3 = \square$

$5 + 1 + 3 = \square$

$1 + 3 + 5 = \square$

$3 + 1 + 5 = \square$

$5 + 3 + 1 = \square$

$1 + 5 + 3 = \square$

$3 + 5 + 1 = \square$

- Find the sums. Rearrange the addends in any way you wish.

A  $\begin{array}{c} \boxed{3} \quad \boxed{5} \\ \boxed{7} \end{array} \quad \text{Sum} \quad \square$

B  $\begin{array}{c} \boxed{3} \quad \boxed{2} \\ \boxed{8} \end{array} \quad \text{Sum} \quad \square$

C  $\begin{array}{c} \boxed{6} \quad \boxed{4} \quad \boxed{3} \\ \boxed{7} \end{array} \quad \text{Sum} \quad \square$

Because of the **rearranging** principle, we can change the order and grouping of the addends and still get the same sum.

- Find the sums. Look for tens.

A  $\begin{array}{r} 3 \\ 7 \\ + 5 \\ \hline \end{array}$

B  $\begin{array}{r} 7 \\ 5 \\ + 3 \\ \hline \end{array}$

C  $\begin{array}{r} 4 \\ 6 \\ + 9 \\ \hline \end{array}$

D  $\begin{array}{r} 6 \\ 9 \\ 1 \\ + 4 \\ \hline \end{array}$

E  $\begin{array}{r} 7 \\ 8 \\ 2 \\ + 1 \\ \hline \end{array}$

F  $\begin{array}{r} 9 \\ 4 \\ 6 \\ + 1 \\ \hline \end{array}$



1. Find the sums. Look for tens.

A  $8 + 2 + 3 = \square$

C  $5 + 2 + 5 = \square$

E  $8 + 2 + 7 = \square$

B  $7 + 3 + 1 = \square$

D  $9 + 6 + 1 = \square$

F  $5 + 1 + 9 = \square$

2. Study each picture carefully. Then give the missing number in each   

A To add 8 and 6,

Think:



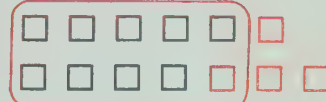
$10 + 4$

$8 + 6 = \square$



B To add 9 and 4,

Think:



$10 + 4$

$9 + 4 = \square$



C To add 6 and 5,

Think:



$10 + 1$

$6 + 5 = \square$



D To add 7 and 7,

Think:



$10 + 4$

$7 + 7 = \square$



3. Give the missing number in each   . Then find the sum.

A  $8 + 4 = 10 + \square$

$8 + 4 = \underline{\quad}$

C  $8 + 6 = 10 + \square$

$8 + 6 = \underline{\quad}$

E  $9 + 7 = 10 + \square$

$9 + 7 = \underline{\quad}$

B  $9 + 5 = 10 + \square$

$9 + 5 = \underline{\quad}$

D  $7 + 8 = 10 + \square$

$7 + 8 = \underline{\quad}$

F  $6 + 9 = 10 + \square$

$6 + 9 = \underline{\quad}$

4. A Since  $5 + 5 = \square$ ,

we know  $5 + 6 = \square$ .

B Since  $8 + 8 = \square$ ,

we know  $8 + 9 = \square$ .

5. Complete the table.

+	5	6	7	8	9
7					
8					
9					

To find  $12 - 7$ , it helps to think →

"What number plus 7 equals 12?"

$$\square + 7 = 12$$

You can find  
this difference

$$12 - 7 = \square$$

when you find  
this addend. →

$$\square + 7 = 12$$



1. Write the missing numbers in the equations above.

2. Write the correct number in each  $\square$ .

A  $\square + 5 = 9$

C  $\square + 8 = 13$

E  $\square + 9 = 14$

$9 - 5 = \square$

$13 - 8 = \square$

$14 - 9 = \square$

B  $\square + 7 = 10$

D  $\square + 7 = 15$

F  $\square + 8 = 17$

$10 - 7 = \square$

$15 - 7 = \square$

$17 - 8 = \square$

3. Write the missing numbers.

A To find  $14 - 5$ , it helps to think  $\square + 5 = 14$ .  $14 - 5 = \square$

B To find  $13 - 9$ , it helps to think  $\square + 9 = 13$ .  $13 - 9 = \square$

C To find  $15 - 8$ , it helps to think  $\square + 8 = 15$ .  $15 - 8 = \square$

4. Write the missing numbers.

A Since  $8 + 4 = 12$ , we know that  $12 - 4 = \square$  and  $12 - 8 = \square$ .

B Since  $31 + 13 = 44$ , we know that  $44 - 13 = \square$  and  $44 - 31 = \square$ .

C Since  $57 + 72 = 129$ , we know that  $129 - 57 = \square$  and  $129 - 72 = \square$ .



1. Make each equation true by writing 1, 2, 3, 4, 5, 6, 7, 8, or 9 in the boxes. Each equation should be different.

**A**  $\square + \square = 13$

$\square + \square = 13$

$\square + \square = 13$

$\square + \square = 13$

$\square + \square = 13$

$\square + \square = 13$

**B**  $\square + \square = 14$

$\square + \square = 14$

$\square + \square = 14$

$\square + \square = 14$

$\square + \square = 14$

**C**  $\square + \square = 15$

$\square + \square = 15$

$\square + \square = 15$

$\square + \square = 15$

2. Study example **A**. For part **B** write four equations that have a difference of 9. Complete **C** and **D**.

**A**  $16 - 9 = 7$

**B**  $17 - 8 = 9$

**C**  $15 - 9 = 6$

**D**  $17 - 9 = 8$

$15 - 8 = 7$

$14 - 7 = 7$

$13 - 6 = 7$

$12 - 5 = 7$

3. Add. Part of exercise **A** is worked as an example. Complete it and then work exercises **B** and **C**.

**A**

10	13		14
	4	5	9
15	9	6	15
14			

**B**

	6	8	
	4	7	

**C**

	5	7	
	9	6	

Write an addition or subtraction equation for each problem.  
Then complete the sentence.

1. Julie bought a 5¢ stamp and a 4¢ stamp. How much did she spend?

$$\underline{5 + 4 =}$$

Julie spent \_\_\_\_\_ cents.

2. Ted had 10 marbles. He lost 4 of them. How many marbles were left?

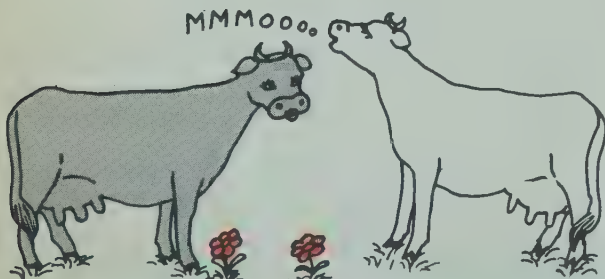
$$\underline{10 - 4 =}$$

Ted had \_\_\_\_\_ marbles left.

3. Mr. Carr had 8 cows. He bought 7 more. How many cows did Mr. Carr have then?

$$\underline{8 + =}$$

Mr. Carr had \_\_\_\_\_ cows in all.



4. There are 11 players on a soccer team and 5 players on a basketball team. How many more players are on a soccer team?

$$\underline{11 - =}$$

There are \_\_\_\_\_ more players on a soccer team than on a basketball team.

5. Jill spent 9 cents for candy and 7 cents for gum. How much did she spend?

$$\underline{\hspace{2cm}}$$

Jill spent \_\_\_\_\_ cents in all.



6. Sam had 15 baseball cards. Tom had 6 cards. How many more cards did Sam have?

$$\underline{\hspace{2cm}}$$

Sam had \_\_\_\_\_ more cards than Tom.

Solve each short story problem.

1. 9 cats. 4 dogs.

How many animals? \_\_\_\_\_

2. Had 5 cents. Candy costs 10 cents.

Need \_\_\_\_\_ more cents.

3. Had 7 hamsters. 6 more were born.

Had \_\_\_\_\_ hamsters in all.

4. 8 girls. 9 boys. How many

children? \_\_\_\_\_

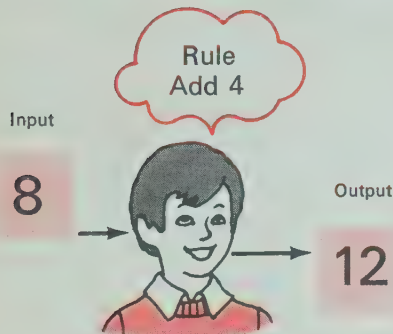
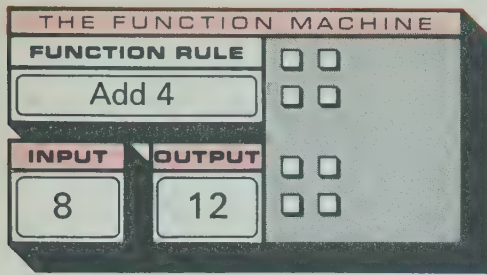
5. 6 horses. 14 boys. How many more

boys than horses? \_\_\_\_\_

6. 19 pennies. Lost 9. How many

were left? \_\_\_\_\_





Study the pictures to see how the function machine works. A record of the operations of the function machine is shown below. Complete the record.

Function Rule	
Add 4	
Input	Output
8	12
3	7
A 10	
B 7	

Give the missing numbers or function rules.

1. Function Rule

Add 6

	Input	Output
A	3	
B	5	
C	7	
D	9	
E	8	

2. Function Rule

Subtract 6

	Input	Output
A	9	
B	11	
C	13	
D	15	
E	14	

3. Function Rule

Add 8

	Input	Output
A	5	
B	7	
C	3	
D	6	
E	9	

4. Function Rule

Subtract 8

	Input	Output
A	13	
B	15	
C	11	
D	14	
E	17	

5. Function Rule

Add 9

	Input	Output
A	6	
B	10	
C	8	
D		16
E		14

6. Function Rule

Subtract 7

	Input	Output
A	13	
B	17	
C	12	
D		7
E		8

7. Function Rule

	Input	Output
A		
	6	16
	3	13
	24	34
B	58	
C		19

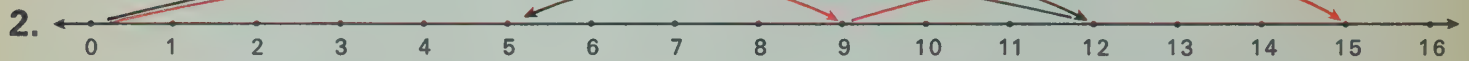
8. Function Rule

	Input	Output
A		
	10	1
	12	3
	18	9
B	17	
C	16	

1. Write two addition and two subtraction equations for this set.



$$\begin{array}{l} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$



A Write an addition equation for the colored jumps. \_\_\_\_\_

B Write a subtraction equation for the black jumps. \_\_\_\_\_

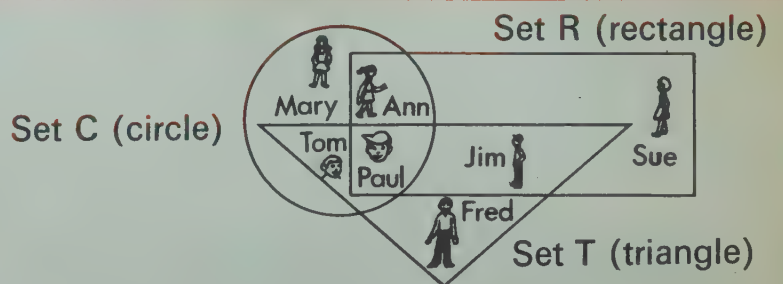
3. Find the sums.

A  $3 + 2 + 4 = \square$       B  $5 + 2 + 3 = \square$       C  $6 + 3 + 5 = \square$

4. Find the sums and differences.

A $\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$	B $\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$	C $\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$	D $\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$	E $\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$	F $\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$	G $\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$	H $\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$	I $\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$
J $\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$	K $\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$	L $\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$	M $\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$	N $\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$	O $\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$	P $\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$	Q $\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$	R $\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$

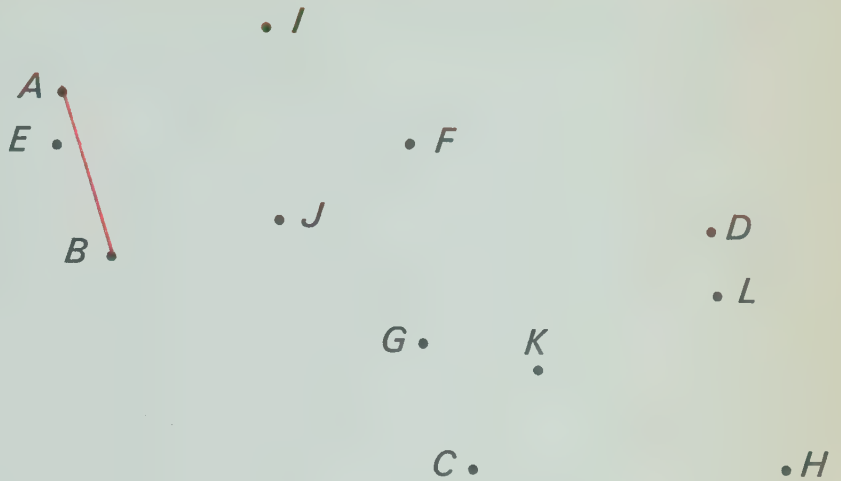
## CHANGE OF PACE



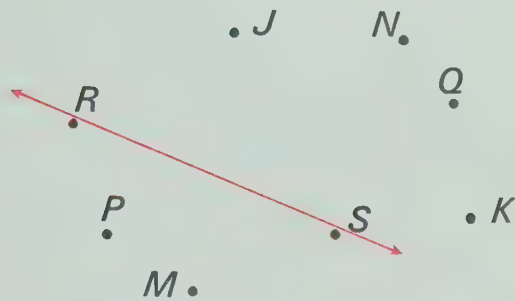
- Which children are in set C? \_\_\_\_\_
- Which children are in set R? \_\_\_\_\_
- Which children are in set T? \_\_\_\_\_
- Which children are in both set C and set R? \_\_\_\_\_
- Which child is in all 3 sets? \_\_\_\_\_
- Which child is in set T but not in set C or set R? \_\_\_\_\_



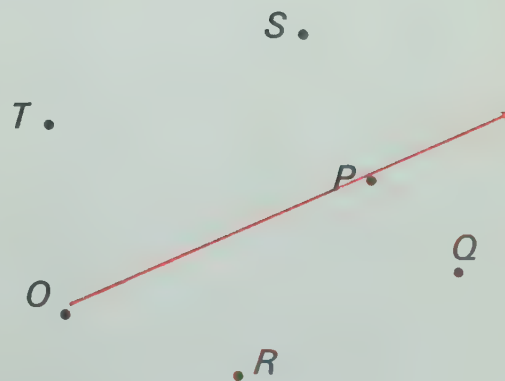
1. Use the points at the right to draw the segments named below. Part A is an example for you to follow.

A  $\overline{AB}$ D  $\overline{GH}$ B  $\overline{CD}$ E  $\overline{IJ}$ C  $\overline{EF}$ F  $\overline{KL}$ 

2. Use the points to the right to draw the lines named below. Part A has been completed.

A  $\overleftrightarrow{RS}$ C  $\overleftrightarrow{MN}$ B  $\overleftrightarrow{PQ}$ D  $\overleftrightarrow{JK}$ 

3. Draw each of the rays named below. Part A has been completed.

A  $\overrightarrow{OP}$ D  $\overrightarrow{OS}$ B  $\overrightarrow{OQ}$ E  $\overrightarrow{OT}$ C  $\overrightarrow{OR}$ F  $\overrightarrow{PS}$ 

4. Write the name (ray, line, or segment) for each figure shown below.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<p>1. A</p> <div style="text-align: center;"> </div> <p>Draw <math>\overrightarrow{AB}</math>.</p> <p>Draw <math>\overrightarrow{AC}</math>.</p> <p>You have drawn <math>\angle ABC</math>.</p>	<p>B</p> <div style="text-align: center;"> </div> <p>Draw <math>\overrightarrow{RT}</math>.</p> <p>Draw <math>\overrightarrow{RS}</math>.</p> <p>You have drawn <math>\angle</math> _____.</p>
---	--

2. This is a **right angle**.  
Place a  $\checkmark$  inside the angles below that are right angles.

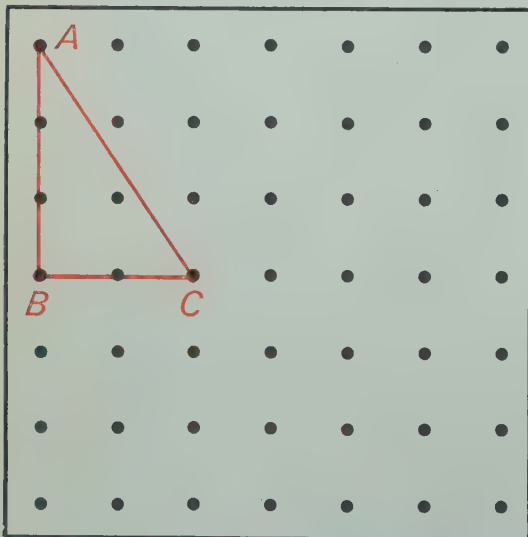
A

B

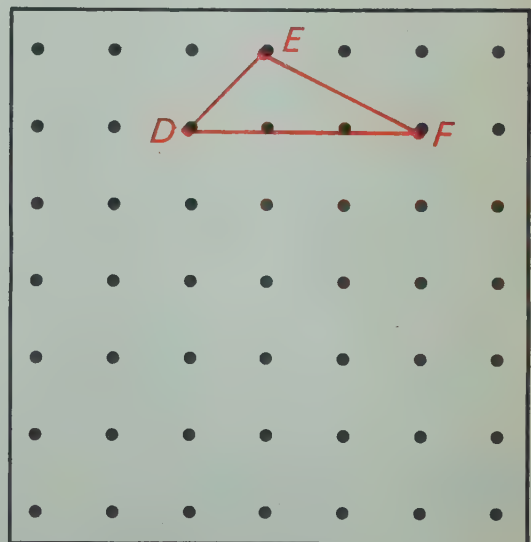
C

D

3. A Triangle  $ABC$  is a **right triangle**. It contains a right angle. Use the dot paper below and a ruler to draw a larger right triangle.



B Triangle  $DEF$  contains no right angles. Use the dot paper below and a ruler to draw a triangle larger than  $\triangle DEF$  but having the same shape.



4. A How many of these are in the figure? \_\_\_\_\_



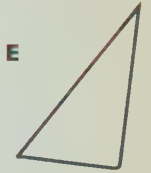
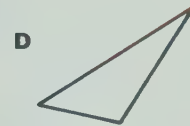
B How many triangles of **any size** are in this figure? \_\_\_\_\_



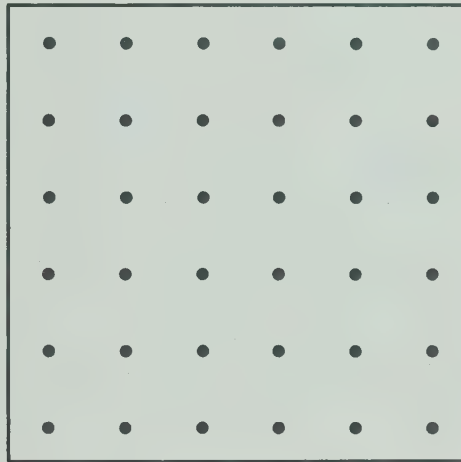


1. This is a right triangle.

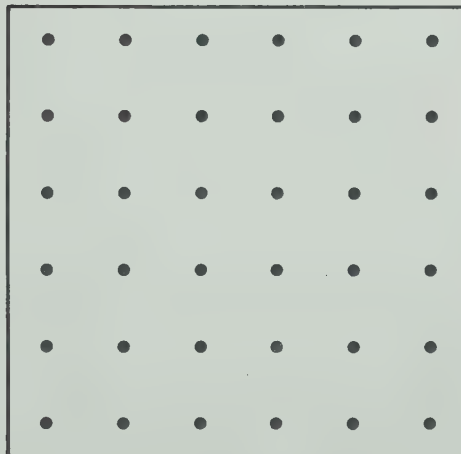
Place a ✓ inside the triangles that are right triangles.



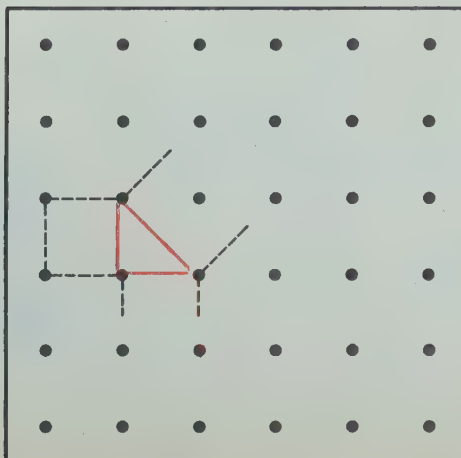
2. Draw a right triangle such that each side of the triangle is of a different length.



3. Draw a right triangle having two sides of the same length.



4. Finish drawing the squares on the leg and the hypotenuse of the colored triangle.



1.



- A How many vertices (corners) does the box have? \_\_\_\_\_
- B How many flat surfaces? \_\_\_\_\_

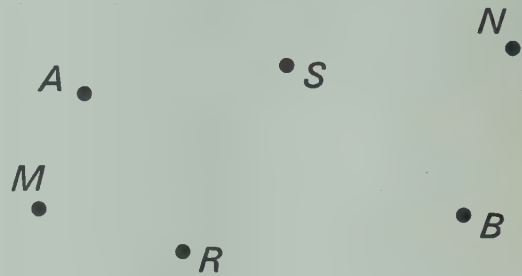
2.



- A How many flat surfaces does the can have? \_\_\_\_\_
- B How many curved surfaces? \_\_\_\_\_

3. Use the points at the right to draw the following figures:

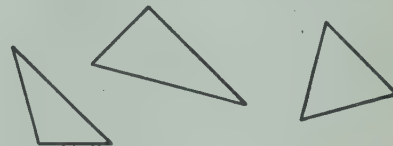
- A  $\overline{AB}$
- B  $\overleftrightarrow{MN}$
- C  $\overrightarrow{RS}$



4. Place a  $\checkmark$  inside the angles that are right angles.



5. Place a  $\checkmark$  inside the triangles that are right triangles.



6. How many segments are shown in this figure? \_\_\_\_\_



7. How many triangles of any size are shown in this figure? \_\_\_\_\_



## CHANGE OF PACE

Each of the geometric figures below appears in the picture. Find and label the geometric figures in the picture.



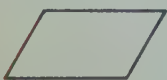
Circle



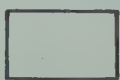
Triangle



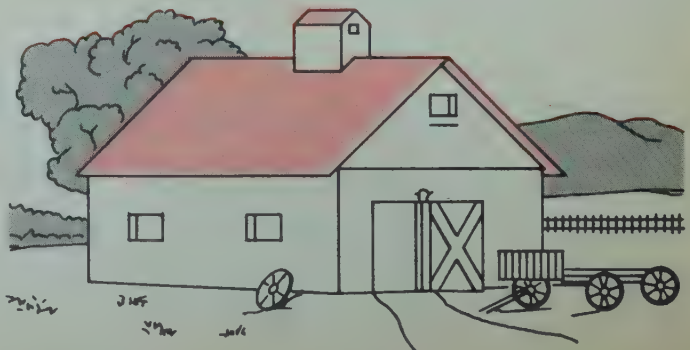
Square



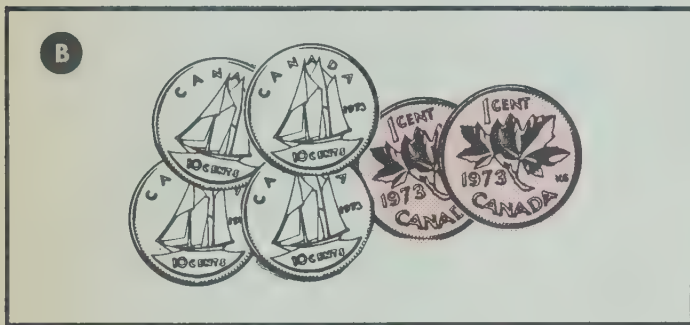
Parallelogram



Rectangle







1. Give the value of each coin collection.

A A \_\_\_\_\_

B B \_\_\_\_\_

C C \_\_\_\_\_

D D \_\_\_\_\_

2. Give the total value of each pair of coin collections.

A A and B \_\_\_\_\_

C A and D \_\_\_\_\_

E B and C \_\_\_\_\_

B A and C \_\_\_\_\_

D C and D \_\_\_\_\_

F B and D \_\_\_\_\_

3. Ring the letter of the coin collection that has the greater value.

A A or B

B A or D

C B or C

D B or D

4. Ann had the amount in collection B. She spent 12¢. How much did she have left?

\_\_\_\_\_

5. Tom had the amount in collection C. He spent 15¢. How much did he have left?

\_\_\_\_\_

6. Bill had the amount in collection D. He lost 2 dimes and a penny. How much did he have left?

\_\_\_\_\_

1.  $30 = \underline{\hspace{2cm}}$  tens

$50 = \underline{\hspace{2cm}}$  tens

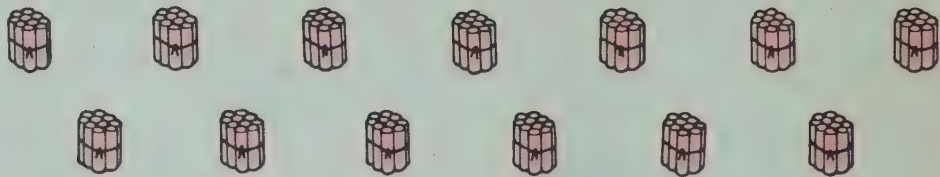


3 tens together with 5 tens make  $\underline{\hspace{2cm}}$  tens.

Since  $3 + 5 = \underline{\hspace{2cm}}$ , we know that  $30 + 50 = \underline{\hspace{2cm}}$ .

2.  $70 = \underline{\hspace{2cm}}$  tens

$60 = \underline{\hspace{2cm}}$  tens



7 tens together with 6 tens make  $\underline{\hspace{2cm}}$  tens.

Since  $7 + 6 = \underline{\hspace{2cm}}$ , we know that  $70 + 60 = \underline{\hspace{2cm}}$ .

3. Find the sums.

A Since  $1 + 8 = 9$ , we know that  $10 + 80 = \underline{\hspace{2cm}}$ .

B Since  $3 + 4 = \underline{\hspace{2cm}}$ , we know that  $30 + 40 = \underline{\hspace{2cm}}$ .

C Since  $4 + 9 = \underline{\hspace{2cm}}$ , we know that  $40 + 90 = \underline{\hspace{2cm}}$ .

D Since  $7 + 8 = \underline{\hspace{2cm}}$ , we know that  $70 + 80 = \underline{\hspace{2cm}}$ .

4. Find the sums.

A 
$$\begin{array}{r} 30 \\ + 20 \\ \hline \end{array}$$

B 
$$\begin{array}{r} 20 \\ + 70 \\ \hline \end{array}$$

C 
$$\begin{array}{r} 70 \\ + 30 \\ \hline \end{array}$$

D 
$$\begin{array}{r} 90 \\ + 10 \\ \hline \end{array}$$

E 
$$\begin{array}{r} 50 \\ + 70 \\ \hline \end{array}$$

F 
$$\begin{array}{r} 40 \\ + 60 \\ \hline \end{array}$$

G 
$$\begin{array}{r} 60 \\ + 80 \\ \hline \end{array}$$

H 
$$\begin{array}{r} 80 \\ + 80 \\ \hline \end{array}$$

5. Find the sums.

A 
$$\begin{array}{r} 4 \quad 40 \\ 3 \quad 30 \\ + 5 \quad + 50 \\ \hline \end{array}$$

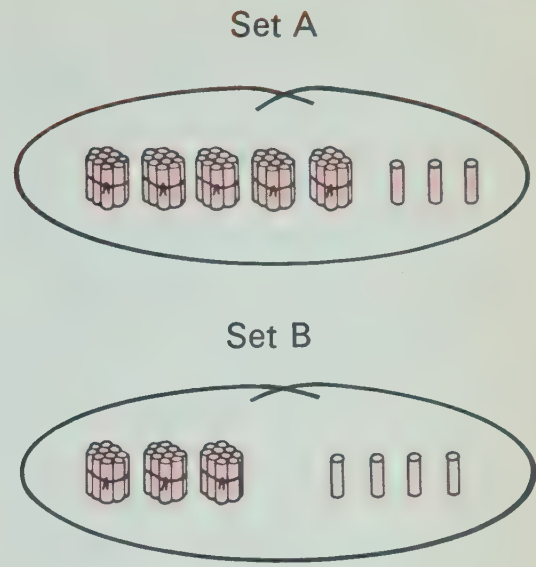
B 
$$\begin{array}{r} 6 \quad 60 \\ 4 \quad 40 \\ + 7 \quad + 70 \\ \hline \end{array}$$

C 
$$\begin{array}{r} 8 \quad 80 \\ 2 \quad 20 \\ + 3 \quad + 30 \\ \hline \end{array}$$

D 
$$\begin{array}{r} 5 \quad 50 \\ 3 \quad 30 \\ + 7 \quad + 70 \\ \hline \end{array}$$



1. **A** How many tens in set A? \_\_\_\_\_
- B** How many tens in set B? \_\_\_\_\_
- C** How many tens in set A and set B together? \_\_\_\_\_
- D** How many extra sticks in set A? \_\_\_\_\_
- E** How many extra sticks in set B? \_\_\_\_\_
- F** How many extra sticks in set A and set B together? \_\_\_\_\_
- G** Together, in sets A and B,  
there are \_\_\_\_\_ tens and \_\_\_\_\_ extra sticks  
for a total of \_\_\_\_\_ sticks.
- H** Looking at the sets, we see that  $53 + 34 =$  \_\_\_\_\_.



2. Find the sums.

**A**

$$\begin{array}{r} 40 \\ + 30 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 47 \\ + 32 \\ \hline \end{array}$$

**B**

$$\begin{array}{r} 50 \\ + 70 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 53 \\ + 76 \\ \hline \end{array}$$

**C**

$$\begin{array}{r} 60 \\ + 40 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 65 \\ + 41 \\ \hline \end{array}$$

**D**

$$\begin{array}{r} 80 \\ + 70 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 85 \\ + 72 \\ \hline \end{array}$$

3. Find the sums.

**A**

$$\begin{array}{r} 20 \\ + 40 \\ \hline \end{array} \quad \begin{array}{r} 20 \\ + 40 \\ \hline \end{array} \quad \begin{array}{r} 20 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 23 \\ + 45 \\ \hline \end{array}$$

**B**

$$\begin{array}{r} 60 \\ + 30 \\ \hline \end{array} \quad \begin{array}{r} 60 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 64 \\ + 32 \\ \hline \end{array}$$

**C**

$$\begin{array}{r} 56 \\ + 23 \\ \hline \end{array}$$

**D**

$$\begin{array}{r} 23 \\ + 65 \\ \hline \end{array}$$

**E**

$$\begin{array}{r} 47 \\ + 31 \\ \hline \end{array}$$

**F**

$$\begin{array}{r} 82 \\ + 17 \\ \hline \end{array}$$

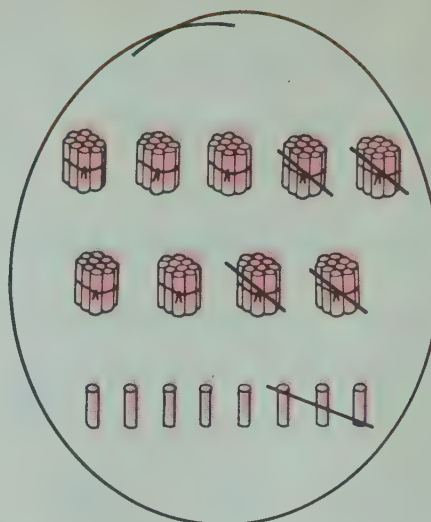
**G**

$$\begin{array}{r} 61 \\ + 25 \\ \hline \end{array}$$

**H**

$$\begin{array}{r} 438 \\ + 161 \\ \hline \end{array}$$

1. A How many tens in all? \_\_\_\_\_  
 B How many tens are crossed out? \_\_\_\_\_  
 C How many tens are left? \_\_\_\_\_  
 D How many extra sticks in all? \_\_\_\_\_  
 E How many extra sticks are crossed out? \_\_\_\_\_  
 F How many extra sticks are left? \_\_\_\_\_  
 G How many sticks in all? \_\_\_\_\_  
 H How many sticks are crossed out? \_\_\_\_\_  
 I How many sticks are left? \_\_\_\_\_  
 J Looking at the set, we see that  $98 - 43 =$  \_\_\_\_\_.



2. Find the differences.

A 
$$\begin{array}{r} 80 \\ - 30 \\ \hline \end{array}$$
 
$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$
 
$$\begin{array}{r} 87 \\ - 33 \\ \hline \end{array}$$

B 
$$\begin{array}{r} 60 \\ - 40 \\ \hline \end{array}$$
 
$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$
 
$$\begin{array}{r} 69 \\ - 42 \\ \hline \end{array}$$

C 
$$\begin{array}{r} 120 \\ - 50 \\ \hline \end{array}$$
 
$$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$$
 
$$\begin{array}{r} 128 \\ - 52 \\ \hline \end{array}$$

D 
$$\begin{array}{r} 250 \\ - 230 \\ \hline \end{array}$$
 
$$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$$
 
$$\begin{array}{r} 257 \\ - 236 \\ \hline \end{array}$$

3. Find the differences.

A 
$$\begin{array}{r} 90 \\ - 40 \\ \hline \end{array}$$
 
$$\begin{array}{r} 97 \\ - 40 \\ \hline \end{array}$$
 
$$\begin{array}{r} 97 \\ - 45 \\ \hline \end{array}$$

B 
$$\begin{array}{r} 150 \\ - 80 \\ \hline \end{array}$$
 
$$\begin{array}{r} 156 \\ - 80 \\ \hline \end{array}$$
 
$$\begin{array}{r} 156 \\ - 84 \\ \hline \end{array}$$

C 
$$\begin{array}{r} 87 \\ - 14 \\ \hline \end{array}$$

D 
$$\begin{array}{r} 64 \\ - 21 \\ \hline \end{array}$$

E 
$$\begin{array}{r} 96 \\ - 73 \\ \hline \end{array}$$

F 
$$\begin{array}{r} 75 \\ - 45 \\ \hline \end{array}$$

G 
$$\begin{array}{r} 48 \\ - 36 \\ \hline \end{array}$$

H 
$$\begin{array}{r} 174 \\ - 80 \\ \hline \end{array}$$

I 
$$\begin{array}{r} 174 \\ - 84 \\ \hline \end{array}$$

J 
$$\begin{array}{r} 129 \\ - 34 \\ \hline \end{array}$$

K 
$$\begin{array}{r} 138 \\ - 77 \\ \hline \end{array}$$


L 
$$\begin{array}{r} 169 \\ - 96 \\ \hline \end{array}$$


M 
$$\begin{array}{r} 148 \\ - 93 \\ \hline \end{array}$$

N 
$$\begin{array}{r} 137 \\ - 45 \\ \hline \end{array}$$





1. Put the correct mark ( $<$  or  $>$ ) in each .


A  $37$    $27$


F  $35$    $47$


K  $407$    $704$


P  $674$    $764$


B  $26$    $34$

G  $76$    $80$

L  $365$    $356$


Q  $20$    $19$


C  $10$    $100$


H  $89$    $90$


M  $87$    $78$


R  $856$    $865$


D  $99$    $100$


I  $41$    $14$


N  $100$    $89$

S  $90$    $89$



E  $58$    $85$



J  $30$    $200$



O  $99$    $101$



T  $644$    $466$



2. Put the correct mark ( $<$  or  $>$ ) in each .

A Since  $7 + 5$    $10$ ,  
we know that  $17 + 5$    $20$ .



E Since  $3 + 8$    $10$ ,  
we know that  $53 + 8$    $60$ .



B Since  $8 + 4$    $10$ ,  
we know that  $28 + 4$    $30$ .

F Since  $6 + 7$    $10$ ,  
we know that  $46 + 27$    $70$ .

C Since  $5 + 4$    $10$ ,  
we know that  $75 + 4$    $80$ .

G Since  $2 + 7$    $10$ ,  
we know that  $82 + 17$    $100$ .

D Since  $6 + 5$    $10$ ,  
we know that  $36 + 5$    $40$ .

H Since  $4 + 9$    $10$ ,  
we know that  $34 + 59$    $90$ .

3. Find the sums. Ring the smallest sum greater than 40.

A  $\begin{array}{r} 35 \\ + 3 \\ \hline \end{array}$

B  $\begin{array}{r} 35 \\ + 4 \\ \hline \end{array}$

C  $\begin{array}{r} 35 \\ + 5 \\ \hline \end{array}$

D  $\begin{array}{r} 35 \\ + 6 \\ \hline \end{array}$

E  $\begin{array}{r} 35 \\ + 7 \\ \hline \end{array}$

F  $\begin{array}{r} 35 \\ + 8 \\ \hline \end{array}$

G  $\begin{array}{r} 35 \\ + 9 \\ \hline \end{array}$

4. Find the sums. Ring the smallest sum greater than 70.

A  $\begin{array}{r} 67 \\ + 2 \\ \hline \end{array}$

B  $\begin{array}{r} 67 \\ + 3 \\ \hline \end{array}$

C  $\begin{array}{r} 67 \\ + 4 \\ \hline \end{array}$

D  $\begin{array}{r} 67 \\ + 5 \\ \hline \end{array}$

E  $\begin{array}{r} 67 \\ + 6 \\ \hline \end{array}$

F  $\begin{array}{r} 67 \\ + 7 \\ \hline \end{array}$

G  $\begin{array}{r} 67 \\ + 8 \\ \hline \end{array}$

5. Find the sums. Ring the smallest sum greater than 80.

A  $\begin{array}{r} 56 \\ + 3 \\ \hline \end{array}$

B  $\begin{array}{r} 56 \\ + 4 \\ \hline \end{array}$

C  $\begin{array}{r} 56 \\ + 5 \\ \hline \end{array}$

D  $\begin{array}{r} 56 \\ + 6 \\ \hline \end{array}$

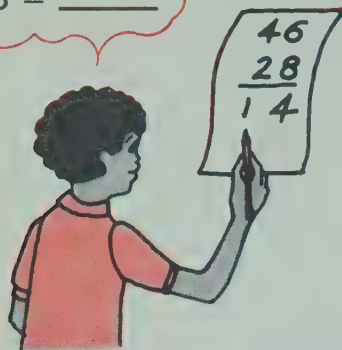
E  $\begin{array}{r} 56 \\ + 7 \\ \hline \end{array}$

F  $\begin{array}{r} 56 \\ + 17 \\ \hline \end{array}$

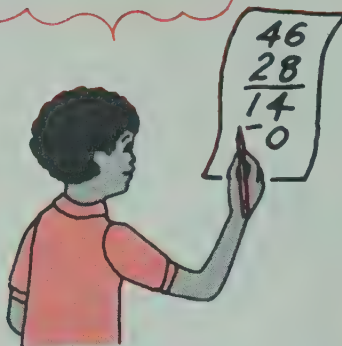
G  $\begin{array}{r} 56 \\ + 27 \\ \hline \end{array}$

1. Solve each equation.

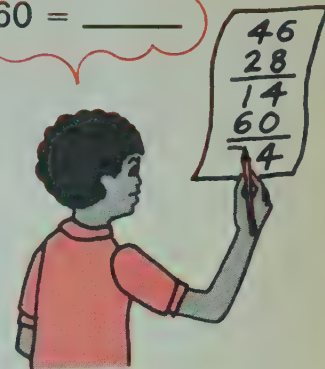
$6 + 8 = \underline{\quad}$



$40 + 20 = \underline{\quad}$



$14 + 60 = \underline{\quad}$



2. Solve the equation. Then write the correct number in the

A

$5 + 9 = \underline{\quad}$

$$\begin{array}{r} 35 \\ 59 \\ \hline \end{array}$$



$30 + 50 = \underline{\quad}$

$$\begin{array}{r} 35 \\ 59 \\ 14 \\ \hline \end{array}$$



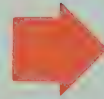
$14 + 80 = \underline{\quad}$

$$\begin{array}{r} 35 \\ 59 \\ 14 \\ 80 \\ \hline \end{array}$$

B

$4 + 8 = \underline{\quad}$

$$\begin{array}{r} 74 \\ 98 \\ \hline \end{array}$$



$70 + 90 = \underline{\quad}$

$$\begin{array}{r} 74 \\ 98 \\ 12 \\ \hline \end{array}$$



$12 + 160 = \underline{\quad}$

$$\begin{array}{r} 74 \\ 98 \\ 12 \\ 160 \\ \hline \end{array}$$

3. Find the sums.

A  $\begin{array}{r} 54 \\ + 27 \\ \hline \end{array}$

B  $\begin{array}{r} 36 \\ + 45 \\ \hline \end{array}$

C  $\begin{array}{r} 78 \\ + 26 \\ \hline \end{array}$

D  $\begin{array}{r} 29 \\ + 54 \\ \hline \end{array}$

E  $\begin{array}{r} 63 \\ + 29 \\ \hline \end{array}$

F  $\begin{array}{r} 98 \\ + 53 \\ \hline \end{array}$

G  $\begin{array}{r} 74 \\ + 55 \\ \hline \end{array}$

H  $\begin{array}{r} 66 \\ + 47 \\ \hline \end{array}$

I  $\begin{array}{r} 58 \\ + 39 \\ \hline \end{array}$

J  $\begin{array}{r} 47 \\ + 75 \\ \hline \end{array}$

K  $\begin{array}{r} 37 \\ + 86 \\ \hline \end{array}$

L  $\begin{array}{r} 96 \\ + 66 \\ \hline \end{array}$



## ● A Shortcut for Adding with Regrouping

1. Write the correct digit in each

A  $6 + 8 = 14$

$$\begin{array}{r} 1 \\ 46 \\ + 28 \\ \hline \end{array}$$

$1 + 4 + 2 = 7$

$$\begin{array}{r} 1 \\ 46 \\ + 28 \\ \hline \end{array}$$

B  $8 + 3 = 11$

$$\begin{array}{r} 58 \\ + 33 \\ \hline \end{array}$$

$1 + 5 + 3 = 9$

$$\begin{array}{r} 1 \\ 58 \\ + 33 \\ \hline \end{array}$$

C  $9 + 3 = 12$

$$\begin{array}{r} 59 \\ + 23 \\ \hline \end{array}$$

$1 + 5 + 2 = 8$

$$\begin{array}{r} 1 \\ 59 \\ + 23 \\ \hline \end{array}$$

D  $9 + 5 = 14$

$$\begin{array}{r} 69 \\ + 35 \\ \hline \end{array}$$

$1 + 6 + 3 = 10$

$$\begin{array}{r} 1 \\ 69 \\ + 35 \\ \hline \end{array}$$

E  $7 + 8 = 15$

$$\begin{array}{r} 397 \\ + 468 \\ \hline \end{array}$$

$1 + 9 + 6 = 16$

$$\begin{array}{r} 1 \\ 397 \\ + 468 \\ \hline \end{array}$$

$1 + 3 + 4 = 8$

$$\begin{array}{r} 1 \quad 1 \\ 397 \\ + 468 \\ \hline \end{array}$$

2. Find the sums.

A  $\begin{array}{r} 53 \\ + 27 \\ \hline \end{array}$

B  $\begin{array}{r} 73 \\ + 19 \\ \hline \end{array}$

C  $\begin{array}{r} 64 \\ + 29 \\ \hline \end{array}$

D  $\begin{array}{r} 45 \\ + 47 \\ \hline \end{array}$

E  $\begin{array}{r} 75 \\ + 16 \\ \hline \end{array}$

F  $\begin{array}{r} 86 \\ + 9 \\ \hline \end{array}$

G  $\begin{array}{r} 37 \\ + 56 \\ \hline \end{array}$

H  $\begin{array}{r} 64 \\ + 37 \\ \hline \end{array}$

I  $\begin{array}{r} 52 \\ + 29 \\ \hline \end{array}$

J  $\begin{array}{r} 73 \\ + 45 \\ \hline \end{array}$

K  $\begin{array}{r} 85 \\ + 38 \\ \hline \end{array}$

L  $\begin{array}{r} 74 \\ + 69 \\ \hline \end{array}$

M  $\begin{array}{r} 436 \\ + 57 \\ \hline \end{array}$

N  $\begin{array}{r} 295 \\ + 45 \\ \hline \end{array}$

O  $\begin{array}{r} 187 \\ + 376 \\ \hline \end{array}$

P  $\begin{array}{r} 575 \\ + 139 \\ \hline \end{array}$

Q  $\begin{array}{r} 367 \\ + 527 \\ \hline \end{array}$

R  $\begin{array}{r} 889 \\ + 54 \\ \hline \end{array}$

S  $\begin{array}{r} 296 \\ + 475 \\ \hline \end{array}$

T  $\begin{array}{r} 389 \\ + 126 \\ \hline \end{array}$

U  $\begin{array}{r} 366 \\ + 644 \\ \hline \end{array}$

V  $\begin{array}{r} 878 \\ + 736 \\ \hline \end{array}$

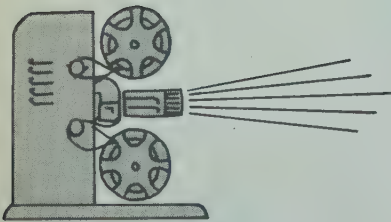
W  $\begin{array}{r} 388 \\ + 412 \\ \hline \end{array}$

X  $\begin{array}{r} 305 \\ + 208 \\ \hline \end{array}$

1. Tom spent 36¢. He lost 53¢. Now he has no money left. With how much money did he start?
- \_\_\_\_\_

2. There are 25 children in Miss Black's class, 33 children in Mr. Judd's class, and 31 children in Mrs. King's class. How many children in all?
- \_\_\_\_\_

3. Roger has 97 hockey cards. Jim has 63 hockey cards. How many more cards does Roger have than Jim?
- \_\_\_\_\_



4. It took 12 minutes to get ready for the movie. The movie lasted 37 minutes and the students talked about it for 15 minutes. How long did it take in all?
- \_\_\_\_\_

5. It is 100 kilometres to River City. It is only 52 kilometres to Lake City. How much farther is it to River City?
- \_\_\_\_\_

6. Joe and Mike stepped on the scales. The scales read 87 kilograms. When Joe stepped off, the scales read 42 kilograms. How much does Joe weigh?
- \_\_\_\_\_



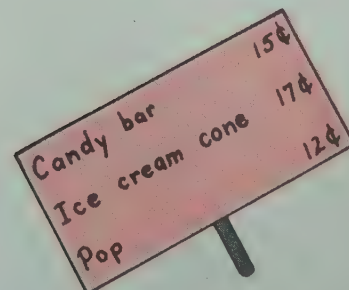
7. Give the missing numbers.

Function Rule

Double the number

Input	Output
25 cents	50 cents
117 days	234 days
36 centimetres	centimetres
60 minutes	minutes
66 kilometres	kilometres
258 metres	metres









8. Cindy had 24 shells in her collection. She found 34 more shells. How many does she have?
- \_\_\_\_\_



9. Debbie bought a candy bar, an ice cream cone, and a bottle of pop. How much did she spend?
- \_\_\_\_\_



1. Study each picture carefully. Then write the correct numeral in each blank.

<p><b>A</b></p>  	<p>_____ tens and <u>4</u></p> <p><u>2</u> tens and _____</p> <p><math>34 = 20 + \underline{\hspace{1cm}}</math></p>
<p><b>B</b></p>  	<p><u>5</u> tens and _____</p> <p><u>4</u> tens and _____</p> <p><math>52 = 40 + \underline{\hspace{1cm}}</math></p>
<p><b>C</b></p>  	<p>_____ tens and <u>9</u></p> <p><u>0</u> tens and _____</p> <p><math>\underline{\hspace{1cm}} = 10 + 9</math></p>
<p><b>D</b></p>  	<p><u>6</u> tens and _____</p> <p><u>5</u> tens and _____</p> <p><math>60 = 50 + \underline{\hspace{1cm}}</math></p>

2. Give the missing numbers.

**A** 43 is \_\_\_\_\_ tens and 3.

43 is \_\_\_\_\_ tens and 13.

**B** 26 is \_\_\_\_\_ tens and 6.

26 is \_\_\_\_\_ tens and 16.

3. Solve the equation.

**A**  $75 = 60 + \underline{\hspace{1cm}}$

**C**  $82 = 70 + \underline{\hspace{1cm}}$

**E**  $63 = \underline{\hspace{1cm}} + 13$

**B**  $48 = \underline{\hspace{1cm}} + 18$

**D**  $37 = 20 + \underline{\hspace{1cm}}$

**F**  $99 = \underline{\hspace{1cm}} + 19$

1. Give the missing addend in each .

A  $38 = 30 + \square$

$38 = 20 + \square$

C  $92 = 90 + \square$

$92 = 80 + \square$

E  $66 = 60 + \square$

$66 = 50 + \square$

B  $59 = 50 + \square$

$59 = 40 + \square$

D  $71 = 70 + \square$

$71 = 60 + \square$

F  $40 = 40 + \square$

$40 = 30 + \square$

2. Find the difference for each .

Problem	Think	Regroup and Subtract	Difference
<p>A</p> $\begin{array}{r} 76 \\ - 48 \\ \hline \end{array}$	<p><math>76 = 70 + 6</math></p> $\begin{array}{r} 70 \\ - 40 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ - 8 \\ \hline ? \end{array}$	<p><math>76 = 60 + 16</math></p> $\begin{array}{r} 60 \\ - 40 \\ \hline \end{array}$ $\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ - 48 \\ \hline \end{array}$
<p>B</p> $\begin{array}{r} 54 \\ - 19 \\ \hline \end{array}$	<p><math>54 = 50 + 4</math></p> $\begin{array}{r} 50 \\ - 10 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ - 9 \\ \hline ? \end{array}$	<p><math>54 = 40 + 14</math></p> $\begin{array}{r} 40 \\ - 10 \\ \hline \end{array}$ $\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 54 \\ - 19 \\ \hline \end{array}$
<p>C</p> $\begin{array}{r} 92 \\ - 27 \\ \hline \end{array}$	<p><math>92 = 90 + 2</math></p> $\begin{array}{r} 90 \\ - 20 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ - 7 \\ \hline ? \end{array}$	<p><math>92 = 80 + 12</math></p> $\begin{array}{r} 80 \\ - 20 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 92 \\ - 27 \\ \hline \end{array}$



## ● A Shortcut for Subtracting with Regrouping

1. Complete each exercise as in the example.

To think of **64** as **50** + **14**, we write  $\overset{5}{\cancel{6}} \overset{14}{4}$ .

A To think of **35** as **20** + **15**, we write  $\cancel{3} \overset{15}{5}$ .

B To think of **73** as **60** + **13**, we write  $\cancel{7} \overset{13}{3}$ .

C To think of **56** as **40** + **16**, we write  $\cancel{5} \overset{16}{6}$ .

2. Solve each equation. Then write the correct digit in each   .

A

$50 + 3 = 40 + \underline{\hspace{2cm}}$

$$\begin{array}{r} \overset{4}{\cancel{5}} \cancel{3} \\ - 27 \\ \hline \end{array}$$

$13 - 7 = \underline{\hspace{2cm}}$

$$\begin{array}{r} \overset{4}{\cancel{1}} \overset{13}{3} \\ - 27 \\ \hline \end{array}$$

$40 - 20 = \underline{\hspace{2cm}}$

$$\begin{array}{r} \overset{4}{\cancel{4}} \overset{13}{3} \\ - 27 \\ \hline 6 \end{array}$$

B

$490 + 5 = 480 + \underline{\hspace{2cm}}$

$$\begin{array}{r} \overset{8}{\cancel{4}} \cancel{9} \cancel{5} \\ - 156 \\ \hline \end{array}$$

$15 - 6 = \underline{\hspace{2cm}}$

$$\begin{array}{r} \overset{8}{\cancel{1}} \overset{15}{5} \\ - 156 \\ \hline \end{array}$$

$80 - 50 = \underline{\hspace{2cm}}$

$$\begin{array}{r} \overset{8}{\cancel{8}} \overset{15}{0} \\ - 156 \\ \hline 9 \end{array}$$

$400 - 100 = \underline{\hspace{2cm}}$

$$\begin{array}{r} \overset{8}{\cancel{4}} \overset{15}{0} \cancel{0} \\ - 156 \\ \hline 39 \end{array}$$

3. Find the differences.

A  $\begin{array}{r} \overset{5}{\cancel{6}} \overset{12}{2} \\ - 27 \\ \hline \end{array}$

B  $\begin{array}{r} \overset{6}{\cancel{7}} \overset{13}{3} \\ - 56 \\ \hline \end{array}$

C  $\begin{array}{r} \overset{4}{\cancel{5}} \overset{14}{4} \\ - 16 \\ \hline \end{array}$

D  $\begin{array}{r} 93 \\ - 28 \\ \hline \end{array}$

E  $\begin{array}{r} 65 \\ - 46 \\ \hline \end{array}$

F  $\begin{array}{r} 86 \\ - 28 \\ \hline \end{array}$

G  $\begin{array}{r} 37 \\ - 19 \\ \hline \end{array}$

H  $\begin{array}{r} 356 \\ - 27 \\ \hline \end{array}$

I  $\begin{array}{r} 243 \\ - 16 \\ \hline \end{array}$

J  $\begin{array}{r} 695 \\ - 32 \\ \hline \end{array}$

K  $\begin{array}{r} 984 \\ - 445 \\ \hline \end{array}$

L  $\begin{array}{r} 572 \\ - 327 \\ \hline \end{array}$

M  $\begin{array}{r} 851 \\ - 734 \\ \hline \end{array}$

N  $\begin{array}{r} 394 \\ - 358 \\ \hline \end{array}$

1. Find the sums.

A  $\begin{array}{r} 34 \\ + 25 \\ \hline \end{array}$

B  $\begin{array}{r} 64 \\ + 17 \\ \hline \end{array}$

C  $\begin{array}{r} 29 \\ + 44 \\ \hline \end{array}$

D  $\begin{array}{r} 51 \\ 6 \\ + 2 \\ \hline \end{array}$

E  $\begin{array}{r} 34 \\ 8 \\ + 7 \\ \hline \end{array}$

F  $\begin{array}{r} 56 \\ 39 \\ + 8 \\ \hline \end{array}$

G  $\begin{array}{r} 27 \\ 63 \\ + 42 \\ \hline \end{array}$

2. Find the differences.

A  $\begin{array}{r} 39 \\ - 21 \\ \hline \end{array}$

B  $\begin{array}{r} 94 \\ - 32 \\ \hline \end{array}$

C  $\begin{array}{r} 87 \\ - 57 \\ \hline \end{array}$

D  $\begin{array}{r} 77 \\ - 18 \\ \hline \end{array}$

E  $\begin{array}{r} 68 \\ - 49 \\ \hline \end{array}$

F  $\begin{array}{r} 123 \\ - 85 \\ \hline \end{array}$

G  $\begin{array}{r} 483 \\ - 169 \\ \hline \end{array}$

Solve each story problem.

1. Fred weighs 32 kilograms.  
Jan weighs 33 kilograms.  
What is their total weight?

\_\_\_\_\_

4. Baked 24 cup cakes.  
Ate 17 of them.  
How many left?

\_\_\_\_\_

2. The total weight of Alice and Linda is 122 kilograms. If Alice only weighs 58 kilograms, how much does Linda weigh?



\_\_\_\_\_

5. I took 32 minutes to show the first movie and 24 minutes to show the second movie.  
How much longer did it take to show the first movie?



\_\_\_\_\_

3. A litre contains 8 glasses. 2 cups contains 1 glass.  
How many glasses in 1 litre and 2 cups?



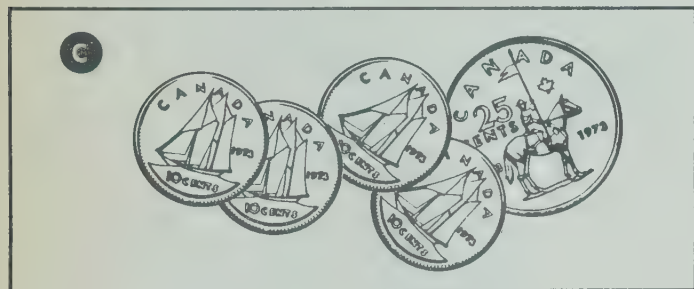
\_\_\_\_\_

6. On Monday the noon temperature was 24°C degrees. On Tuesday it was 31°C.  
How much hotter was it on Tuesday?



\_\_\_\_\_





1. Which collection has a value of 65¢? \_\_\_\_\_
2. Which collection has a value less than 50¢? \_\_\_\_\_
3. Give the value of collection A. \_\_\_\_\_

4. Give the missing numbers.

- A \$8.25 means 8 dollars and 25 cents.
- B \$3.15 means \_\_\_\_\_ dollars and 15 cents.
- C \$5.75 means 5 dollars and \_\_\_\_\_ cents.
- D \$6.98 means \_\_\_\_\_ dollars and \_\_\_\_\_ cents.
- E \$.35 means \_\_\_\_\_ dollars and \_\_\_\_\_ cents.

5. Give the number of **cents** for each amount.

- |                       |                          |
|-----------------------|--------------------------|
| A \$1 is _____ cents. | D \$7 is _____ cents.    |
| B \$2 is _____ cents. | E \$1.35 is _____ cents. |
| C \$4 is _____ cents. | F \$4.63 is _____ cents. |

6. Give the number of **dollars and cents** for each amount.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| A For 100 cents, we write _____. | B For 254 cents, we write _____. |
|----------------------------------|----------------------------------|

7. Find the total amounts.

- |  |   |  |
|--|---|--|
| A $\begin{array}{r} \$6.22 \\ +1.73 \\ \hline \end{array}$ | B $\begin{array}{r} \$3.61 \\ +.29 \\ \hline \end{array}$ | C $\begin{array}{r} \$7.07 \\ +6.54 \\ \hline \end{array}$ |
|--|---|--|

8. Find the difference in the amounts.

- |  |   |   |
|--|---|---|
| A $\begin{array}{r} \$8.89 \\ -4.35 \\ \hline \end{array}$ | B $\begin{array}{r} \$10.62 \\ -7.28 \\ \hline \end{array}$ | C $\begin{array}{r} \$15.75 \\ -4.99 \\ \hline \end{array}$ |
|--|---|---|

1. Find the sums and differences.

A 
$$\begin{array}{r} 50 \\ + 40 \\ \hline \end{array}$$

B 
$$\begin{array}{r} 170 \\ - 80 \\ \hline \end{array}$$

C 
$$\begin{array}{r} 79 \\ - 23 \\ \hline \end{array}$$

D 
$$\begin{array}{r} 64 \\ + 23 \\ \hline \end{array}$$

E 
$$\begin{array}{r} 87 \\ + 9 \\ \hline \end{array}$$

F 
$$\begin{array}{r} 64 \\ + 8 \\ \hline \end{array}$$

G 
$$\begin{array}{r} 73 \\ - 7 \\ \hline \end{array}$$

H 
$$\begin{array}{r} 86 \\ - 9 \\ \hline \end{array}$$

I 
$$\begin{array}{r} 27 \\ + 8 \\ \hline \end{array}$$

J 
$$\begin{array}{r} 37 \\ + 96 \\ \hline \end{array}$$

K 
$$\begin{array}{r} 45 \\ - 16 \\ \hline \end{array}$$

L 
$$\begin{array}{r} 69 \\ + 54 \\ \hline \end{array}$$

M 
$$\begin{array}{r} 86 \\ - 19 \\ \hline \end{array}$$

N 
$$\begin{array}{r} 459 \\ + 37 \\ \hline \end{array}$$

O 
$$\begin{array}{r} 47 \\ - 29 \\ \hline \end{array}$$

P 
$$\begin{array}{r} 56 \\ + 84 \\ \hline \end{array}$$

Q 
$$\begin{array}{r} 183 \\ - 47 \\ \hline \end{array}$$

R 
$$\begin{array}{r} 562 \\ - 328 \\ \hline \end{array}$$

2. Give the correct mark ( $<$  or  $>$ ) for each

A  $53 \bigcirc 43$

C  $89 \bigcirc 98$

B  $27 \bigcirc 72$

D  $199 \bigcirc 200$

E  $57 + 63 \bigcirc 57 + 64$

3. Judy's score is 91. Sandra's score is 69. How much greater is Judy's score? \_\_\_\_\_

4. Ted bought a game for 98¢ and a Yo-Yo for 65¢. What was the total cost? \_\_\_\_\_

## CHANGE of PACE

For each magic square below, find the sum of the 3 numbers along each arrow.

1. 

10	5	6
3	7	11
8	9	4

21

--	--	--	--	--

3. 

5	9	10
13	8	3
6	7	11


--	--	--	--	--

2. 

4	9	2
3	5	7
8	1	6


--	--	--	--	--

4. 

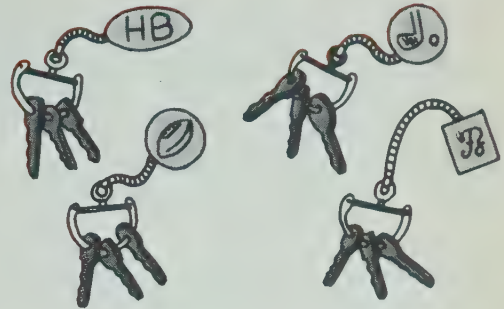
5	8	5
6	6	6
7	4	7


--	--	--	--	--



1. A There are \_\_\_\_\_ sets of keys.  
 B There are \_\_\_\_\_ keys in each set.  
 C There are \_\_\_\_\_ keys in all.  
 D To tell how many in 4 sets of 3,  
 we write the multiplication equation

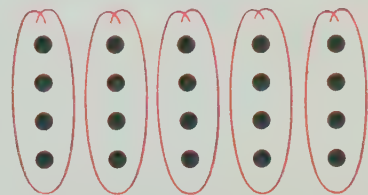
$$\underline{4 \times 3 = 12}$$



2. A There are \_\_\_\_\_ race cars.  
 B There are \_\_\_\_\_ wheels on each car.  
 C There are \_\_\_\_\_ wheels in all.  
 D To tell how many in 3 sets of 4, we write the multiplication



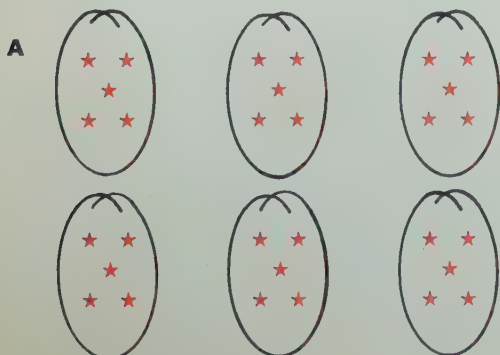
equation  $\underline{3 \times \quad = \quad}$ .



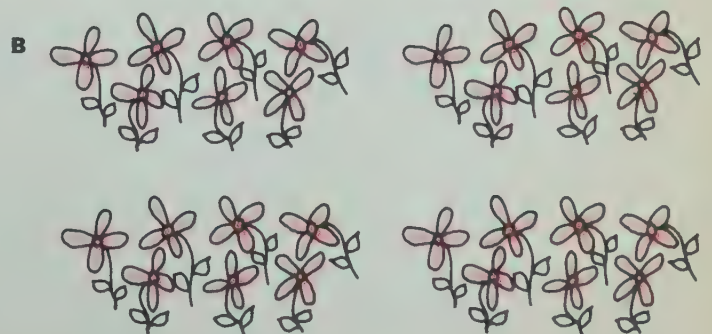
3. A There are \_\_\_\_\_ sets of four dots.  
 B There are \_\_\_\_\_ dots in all.  
 C  $5 \times 4 = \underline{\quad}$

$$4 + 4 + 4 + 4 + 4 = \underline{\quad}$$

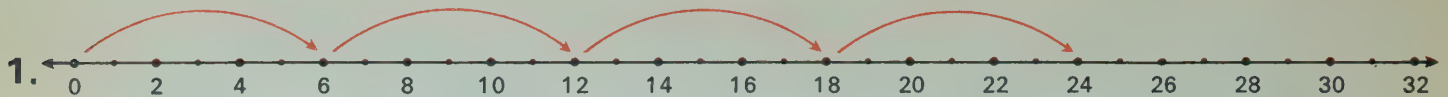
4. Write a multiplication equation for each set.



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



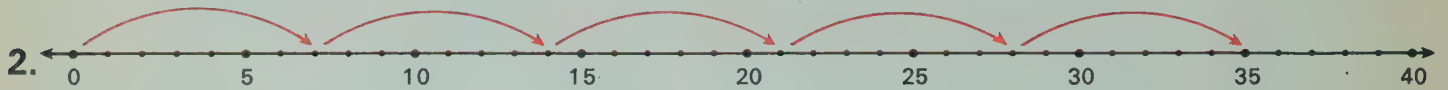
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



The picture above shows \_\_\_\_\_ jumps. Each jump is \_\_\_\_\_ units long.

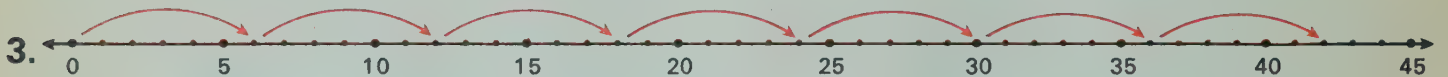
These jumps end at \_\_\_\_\_.

$$4 \times 6 = \boxed{\phantom{00}}$$



\_\_\_\_\_ jumps, \_\_\_\_\_ units each, end at \_\_\_\_\_.

$$5 \times \phantom{00} = \boxed{\phantom{00}}$$



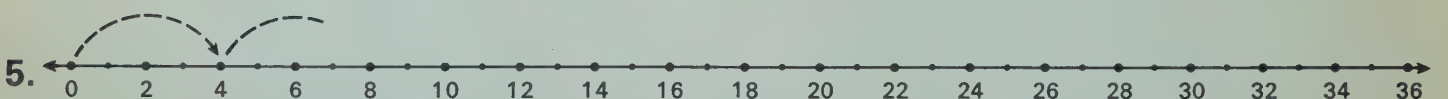
\_\_\_\_\_ jumps, \_\_\_\_\_ units each, end at \_\_\_\_\_.

$$\phantom{00} \times \phantom{00} = \boxed{\phantom{00}}$$

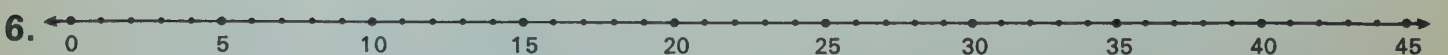
For Exercises 4 through 7, complete the number-line jumps and solve the equations.



$$4 \times 8 = \boxed{\phantom{00}}$$



$$7 \times 4 = \boxed{\phantom{00}}$$



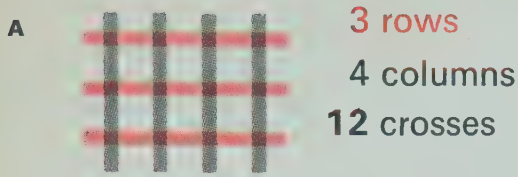
$$8 \times 5 = \boxed{\phantom{00}}$$



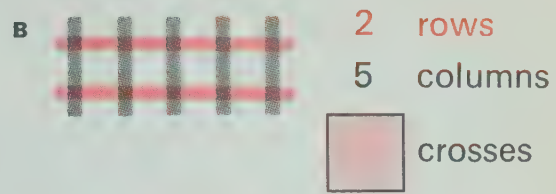
$$4 \times 9 = \boxed{\phantom{00}}$$

## ● Thinking About Multiplication in Several Ways

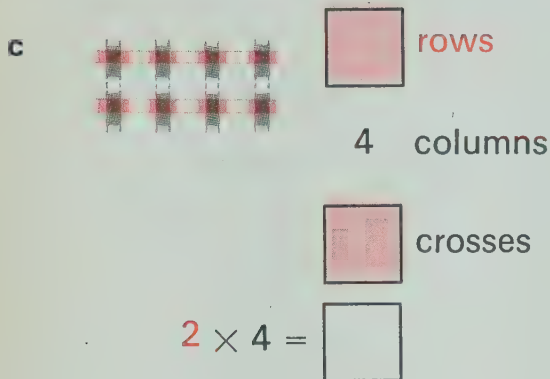
1. Give the missing numbers. Then solve the equation.



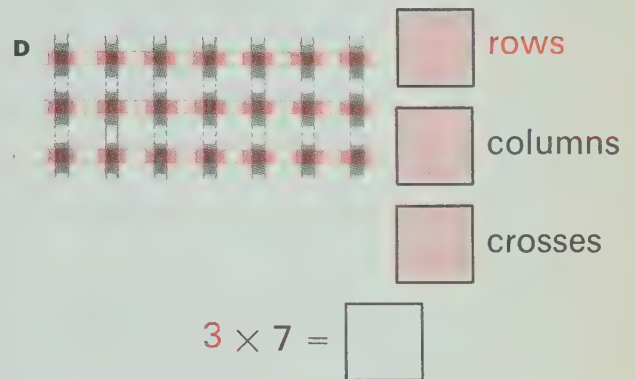
$$3 \times 4 = \square$$



$$2 \times 5 = \square$$

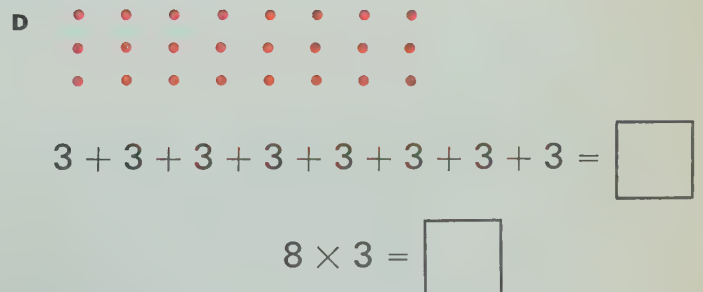
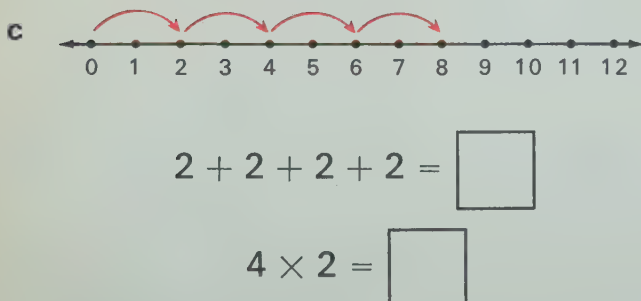
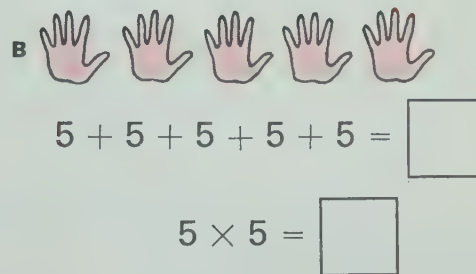
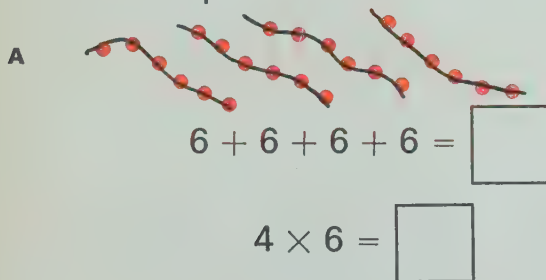


$$2 \times 4 = \square$$

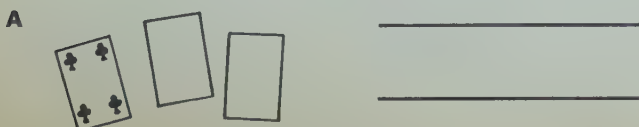


$$3 \times 7 = \square$$

2. Solve the equations.



3. Write and solve one addition and one multiplication equation for each picture.





$$\begin{array}{r} 3 \\ \times 4 \\ \hline 12 \end{array}$$

The numbers we multiply are called **factors**.

The answer in multiplication is called the **product**.

$$3 \times 4 = 12$$

1. Write **F** or **P** in each blank to indicate if the numeral in red is a factor or a product.

A  $4 \times 2 = 8$  \_\_\_\_\_

D  $8 \times 3 = 24$  \_\_\_\_\_

B  $3 \times 6 = 18$  \_\_\_\_\_

E  $4 \times 4 = 16$  \_\_\_\_\_

C  $9 \times 3 = 27$  \_\_\_\_\_

F  $6 \times 1 = 6$  \_\_\_\_\_

2. Study each picture. Then solve each equation.



1 set of 4 stars

$$1 \times 4 = \square$$



3 sets of zero dots

$$3 \times 0 = \square$$



4 sets of 1 star

$$4 \times 1 = \square$$

0 sets of 3 dots

$$0 \times 3 = \square$$

The product of any number and 1 is the number itself.

The product of any number and 0 is 0.

3. Find the products.

A  $9 \times 0 =$  \_\_\_\_\_

D  $1 \times 5 =$  \_\_\_\_\_

G  $0 \times 6 =$  \_\_\_\_\_

B  $1 \times 6 =$  \_\_\_\_\_

E  $0 \times 4 =$  \_\_\_\_\_

H  $23 \times 0 =$  \_\_\_\_\_

C  $0 \times 4 =$  \_\_\_\_\_

F  $84 \times 1 =$  \_\_\_\_\_

I  $1 \times 23 =$  \_\_\_\_\_

4. Solve the equations.

A  $13 \times \square = 13$

C  $1 \times \square = 55$

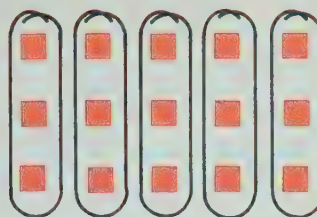
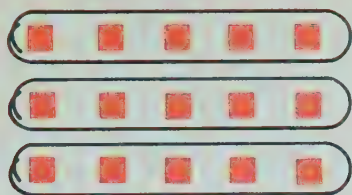
E  $18 \times \square = 0$

B  $\square \times 41 = 0$

D  $\square \times 1 = 1$

F  $1 \times \square = 0$

1.



Since  $3 \times 5 = \square$ , we know that  $5 \times 3 = \square$ .

When we change the **order** of the factors, we get the same product.

2. Find the products.

A  $3 \times 4 = \square$

B  $4 \times 3 = \square$

C Since  $7 \times 8 = 56$ ,  
we know  $8 \times 7 = \square$ .

3. Match the two columns.

$8 \times 4$

$3 \times 16$

$82 \times 36$

$4 \times 8$

$16 \times 3$

$8 \times 57$

$57 \times 8$

$36 \times 82$

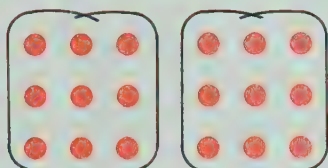
4. Solve the equations.

A  $3 \times 27 = 27 \times \square$

B  $643 \times \square = 9 \times 643$

C  $56 \times 28 = \square \times 56$

5.



Since  $3 \times 3 \times 2 = \square$ , we know that  $3 \times 3 \times 2 = \square$ .

When we change the **grouping** of the factors, we get the same product.

6. Find the products.

A  $(3 \times 2) \times 5$

B  $3 \times (2 \times 5)$

C Since  $(2 \times 7) \times 6 = 84$ ,

$6 \times 5 = \underline{\hspace{2cm}}$

$3 \times 10 = \underline{\hspace{2cm}}$

we know  $2 \times (7 \times 6) = \underline{\hspace{2cm}}$ .

7. Match the two columns.

$(1 \times 7) \times 2$

$(6 \times 3) \times 9$

$5 \times (8 \times 4)$

$1 \times (7 \times 2)$

$6 \times (3 \times 9)$

$6 \times (9 \times 8)$

$(6 \times 9) \times 8$

$(5 \times 8) \times 4$

8. Solve the equations.

A  $(3 \times 8) \times 7 = 3 \times (8 \times \square)$

B  $(5 \times 9) \times 6 = \square \times (9 \times 6)$

C  $4 \times (7 \times 3) = (4 \times 7) \times \square$



6 pieces of candy  
5¢ each

$$6 \times 5 = \square$$

4 candy bars  
5¢ each

2 lollipops  
5¢ each

$$(4 \times 5) + (2 \times 5) = \square$$

1. A Solve each equation above.

B Is it true that  $6 \times 5 = (4 \times 5) + (2 \times 5)$ ? \_\_\_\_\_

2. Solve the equations. Answer the question.



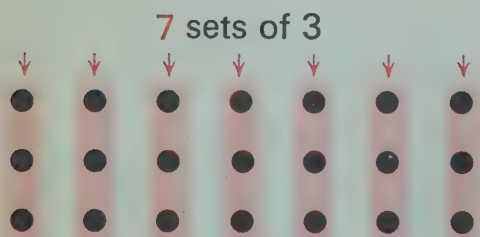
A  $5 \times 4 = \square$



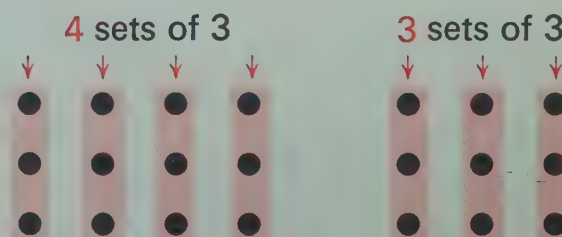
B  $(3 \times 4) + (2 \times 4) = \square$

C Is it true that  $5 \times 4 = (3 \times 4) + (2 \times 4)$ ? \_\_\_\_\_

3. Solve the equations. Answer the question.



A  $7 \times 3 = \square$



B  $(4 \times 3) + (3 \times 3) = \square$

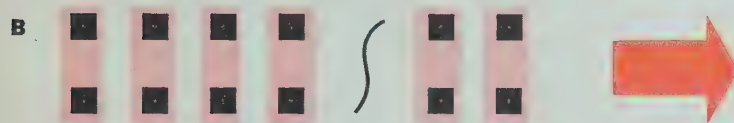
C Is it true that  $7 \times 3 = (4 \times 3) + (3 \times 3)$ ? \_\_\_\_\_



1. Give the missing number of twos.



For 6 sets of 2, we can think 5 twos and \_\_\_\_ two.



For 6 sets of 2, we can think 4 twos and \_\_\_\_ twos.



For 6 sets of 2, we can think 3 twos and \_\_\_\_ twos.

2. Give the missing number of **threes**.  $8 \times 3$

A For **8 threes**, we can think **7 threes** and \_\_\_\_ **three**.

B For **8 threes**, we can think **6 threes** and \_\_\_\_ **threes**.

C For **8 threes**, we can think **5 threes** and \_\_\_\_ **threes**.

D For **8 threes**, we can think **4 threes** and \_\_\_\_ **threes**.

3. Give the missing number. Then solve the equation.

A 6 twos → 4 twos and \_\_\_\_ twos

$$6 \times 2 = (4 \times 2) + (\square \times 2)$$

B 5 threes → 3 threes and \_\_\_\_ threes

$$5 \times 3 = (3 \times 3) + (\square \times 3)$$

C 7 twos → 6 twos and \_\_\_\_ two

$$7 \times 2 = (6 \times 2) + (\square \times 2)$$

D 6 fours → 3 fours and \_\_\_\_ fours

$$6 \times 4 = (3 \times 4) + (\square \times 4)$$

E 5 sixes → 3 sixes and \_\_\_\_ sixes

$$5 \times 6 = (3 \times 6) + (\square \times 6)$$

F 9 threes → 5 threes and \_\_\_\_ threes

$$9 \times 3 = (5 \times 3) + (\square \times 3)$$

**"0" facts**

1. A Any number times **0** is \_\_\_\_\_.

B Fill in the **0** column.

C  $1 \times 0 = \square \rightarrow 0 \times 1 = \square$

D  $2 \times 0 = \square \rightarrow 0 \times 2 = \square$

E Use the products you wrote in the **0** column to help you fill in the **0** row.

**"1" facts**

2. A Any number times \_\_\_\_\_ is itself.

B Fill in the **1** column.

C  $2 \times 1 = \square$       D  $3 \times 1 = \square$

E Use the products you wrote in the **1** column to help you fill in the **1** row.

**"2" facts**

3. A  $2 + 2 = \square \rightarrow 2 \times 2 = \square$

B  $3 + 3 = \square \rightarrow 2 \times 3 = \square$

C  $4 + 4 = \square \rightarrow 2 \times 4 = \square$

D  $5 + 5 = \square \rightarrow 2 \times 5 = \square$

E  $6 + 6 = \square \rightarrow 2 \times 6 = \square$

F  $7 + 7 = \square \rightarrow 2 \times 7 = \square$

G  $8 + 8 = \square \rightarrow 2 \times 8 = \square$

H  $9 + 9 = \square \rightarrow 2 \times 9 = \square$

**MULTIPLICATION TABLE**

		0 col ↓	1 col ↓	2 col ↓	3 col ↓	4	5	6	7	8	9
0 row →	×	0	1	2	3	4	5	6	7	8	9
1 row →	0										
2 row →	1										
3 row →	2										
	3										
	4										
	5										
	6										
	7										
	8										
	9										

**"3" facts**

5. A  $2 \times 3 = \square \rightarrow 3 \times 3 = \square$

B  $2 \times 4 = \square \rightarrow 3 \times 4 = \square$

C  $2 \times 5 = \square \rightarrow 3 \times 5 = \square$

D  $2 \times 6 = \square \rightarrow 3 \times 6 = \square$

E  $2 \times 7 = \square \rightarrow 3 \times 7 = \square$

F  $2 \times 8 = \square \rightarrow 3 \times 8 = \square$

G  $2 \times 9 = \square \rightarrow 3 \times 9 = \square$

4. Fill in the **2** column and the **2** row of the table.

6. Fill in the **3** column and the **3** row of the table.

**"4" facts**

1. A  $2 \times 4 = \square \rightarrow 4 \times 4 = \square$

B  $2 \times 5 = \square \rightarrow 4 \times 5 = \square$

C  $2 \times 6 = \square \rightarrow 4 \times 6 = \square$

D  $2 \times 7 = \square \rightarrow 4 \times 7 = \square$

E  $2 \times 8 = \square \rightarrow 4 \times 8 = \square$

F  $2 \times 9 = \square \rightarrow 4 \times 9 = \square$

2. Fill in the lighter colored portion of the **4 row** of the table at the right.

3. Use the products you wrote in the **4 row** to fill in the **4 column**.

**"5" facts**

4. Count by fives to fill in the gray boxes below. Then solve the equations.

**5**  $1 \times 5 = 5$  **6**  $6 \times 5 = \square$

**10**  $2 \times 5 = 10$  **7**  $7 \times 5 = \square$

**15**  $3 \times 5 = 15$  **8**  $8 \times 5 = \square$

**20**  $4 \times 5 = 20$  **9**  $9 \times 5 = \square$

**5**  $5 \times 5 = \square$

5. Fill in the darker colored portion of the **5 row** and the **5 column**.

**MULTIPLICATION TABLE**

					4 col ↓	5 col ↓				
×	0	1	2	3	4	5	6	7	8	9
0										
1										
2										
3										
4										
5										
6										
7										
8										
9										

6. The "1," "2," and "3" facts can also help you with the "4" and "5" facts. Solve the equations.

A  $5 \times 5 = (2 \times 5) + (\square \times 5)$

B  $4 \times 8 = (\square \times 8) + (2 \times 8)$

C  $5 \times 7 = (\square \times 7) + (4 \times 7)$

D  $4 \times 9 = (1 \times 9) + (\square \times 9)$

E  $5 \times 6 = (\square \times 6) + (3 \times 6)$



**MULTIPLICATION TABLE**

							6 col ↓	7 col ↓	8 col ↓	9 col ↓
×	0	1	2	3	4	5	6	7	8	9
0										
1										
2										
3										
4										
5										
6										
7										
8										
9										

**"6" facts**

1. A  $3 \times 6 = \square \rightarrow 6 \times 6 = \square$
- B  $3 \times 7 = \square \rightarrow 6 \times 7 = \square$
- C  $3 \times 8 = \square \rightarrow 6 \times 8 = \square$
- D  $3 \times 9 = \square \rightarrow 6 \times 9 = \square$

2. Fill in the **6 row** and the **6 column** of the table.

**"7" facts**

3. A  $6 \times 7 = \square \rightarrow 7 \times 7 = \square$
- B  $6 \times 8 = \square \rightarrow 7 \times 8 = \square$

C  $6 \times 9 = \square \rightarrow 7 \times 9 = \square$

- D Fill in the rest of the **7 row** and **column** of the table.

**"8" facts**

4. A  $4 \times 8 = \square \rightarrow 8 \times 8 = \square$

B  $4 \times 9 = \square \rightarrow 8 \times 9 = \square$

Fill in the rest of the **8 row** and **column** in the table.

**"9" facts**

5. A  $8 \times 9 = \square \rightarrow 9 \times 9 = \square$

- B Complete the table.

6. Find the products.

A  $\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$

B  $\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$

C  $\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$

D  $\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$

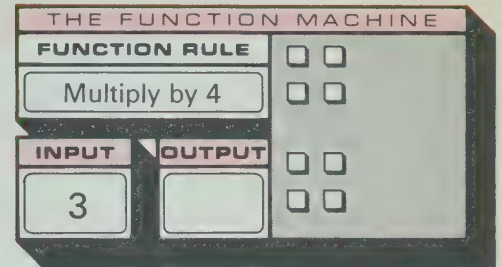
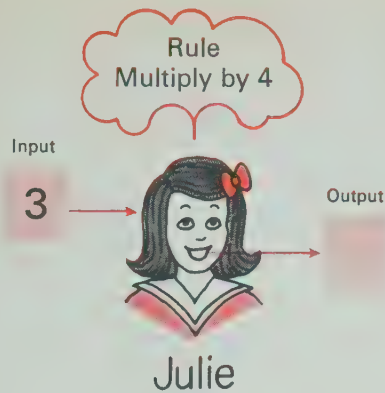
E  $\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$

F  $\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$

G  $\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$

1. What output number should Julie give?

2. Write the correct output number on the function machine.



For exercises 3 through 10, give the missing numbers or function rules.

3. Function Rule

Multiply by 4

	Input	Output
	3	12
A	5	
B	9	
C	8	
D	6	
E	4	

4. Function Rule

Multiply by 5

	Input	Output
	1	5
A	3	
B	4	
C	9	
D	7	
E	5	

5. Function Rule

Multiply by 6

	Input	Output
A	0	
B	5	
C	3	
D	9	
E	4	
F	7	

6. Function Rule

	Input	Output
A	2	14
B	5	35
C	3	21
D	8	56
E	4	
F	7	

7. Function Rule

Multiply by 8

	Input	Output
A	3	
B	4	
C	7	
D		16
E		40
F		64

8. Function Rule

Multiply by 9

	Input	Output
A	1	
B	2	
C	3	
D	4	
E	5	
F	6	

9. Function Rule

Multiply by 0

	Input	Output
A	9	
B	3	
C	0	
D	4	
E	5	
F	7	

10. Function Rule

	Input	Output
A		
	1	3
	2	6
	3	9
B	7	
C	8	
D	9	

Fill in each   with a multiplication fact and each blank or box with a sum, difference, or product.

1.  $1 \times 2$   $2 \times 2$   $3 \times 2$             

↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓

2 4                                                                        

2.  $1 \times 5$   $2 \times 5$   $3 \times 5$             

↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓

5                   20                                                      

3.  $1 \times 9$   $2 \times 9$   $3 \times 9$               

↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓

9 18          36                                                      

↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓

$$\begin{array}{r} 0 \\ + 9 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 1 \\ + 8 \\ \hline 9 \end{array}$$

$$\begin{array}{r} \phantom{0} \\ + \phantom{0} \\ \hline \phantom{0} \end{array}$$

$$\begin{array}{r} 3 \\ + 6 \\ \hline 9 \end{array}$$

$$\begin{array}{r} \phantom{0} \\ + \phantom{0} \\ \hline \phantom{0} \end{array}$$

$$\begin{array}{r} \phantom{0} \\ + \phantom{0} \\ \hline \phantom{0} \end{array}$$

$$\begin{array}{r} \phantom{0} \\ + \phantom{0} \\ \hline \phantom{0} \end{array}$$

$$\begin{array}{r} \phantom{0} \\ + \phantom{0} \\ \hline \phantom{0} \end{array}$$

$$\begin{array}{r} \phantom{0} \\ + \phantom{0} \\ \hline \phantom{0} \end{array}$$

4.  $1 \times 1$   $2 \times 2$   $3 \times 3$               

↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓

1 4 9                                                               

↘ ↘ ↘ ↘ ↘ ↘ ↘ ↘ ↘ ↘

3 5                                                                        

5. Complete the table.

×	1	2	3	4	5	6	7	8	9
0									
3									
10									



**1. Find the products.**

A  $\begin{array}{r} 7 \\ \times 0 \\ \hline \end{array}$

B  $\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$

C  $\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$

D  $\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$

E  $\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$

F  $\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$

G  $\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$

H  $\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$

I  $\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$

J  $\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$

K  $\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$

L  $\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$

M  $\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$

N  $\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$

**2. Find the products.**

A  $8 \times 2 = \square$

E  $3 \times 5 = \square$

I  $5 \times 6 = \square$

M  $6 \times 6 = \square$

B  $5 \times 0 = \square$

F  $8 \times 7 = \square$

J  $7 \times 7 = \square$

N  $3 \times 9 = \square$

C  $8 \times 5 = \square$

G  $9 \times 4 = \square$

K  $2 \times 9 = \square$

O  $6 \times 7 = \square$

D  $9 \times 1 = \square$

H  $5 \times 8 = \square$

L  $7 \times 6 = \square$

P  $7 \times 5 = \square$

**3. Multiply.**

A

15			
24	3	8	24
10	2	5	
		40	15

B

	4	5	
	0	3	

C

	6	7	
	8	9	

**4. Give the missing numbers in the function tables.**

**Function Rule**

Multiply by 7;  
then subtract 7

Input      Output

A

2	
4	
5	
3	
10	

**Function Rule**

Multiply by 8;  
then add 5

Input      Output

F

2	
4	
7	
6	
9	

**5. Solve the equations.**

A  $7 \times n = 42$        $n = \underline{\hspace{2cm}}$

B  $n \times 8 = 64$        $n = \underline{\hspace{2cm}}$

C  $3 \times 9 = n$        $n = \underline{\hspace{2cm}}$

D  $n \times 6 = 54$        $n = \underline{\hspace{2cm}}$

E  $7 \times n = 63$        $n = \underline{\hspace{2cm}}$

F  $n \times 9 = 72$        $n = \underline{\hspace{2cm}}$

G  $7 \times 8 = n$        $n = \underline{\hspace{2cm}}$

1. Sally ate in a restaurant which had this menu. She chose **roast beef** and **corn**. Tim chose lamb chops and peas.

A What would you choose?

\_\_\_\_\_ and \_\_\_\_\_

B There are 6 different dinners you can choose. List them all.

1. \_\_\_\_\_ and \_\_\_\_\_

2. \_\_\_\_\_ and \_\_\_\_\_

3. \_\_\_\_\_ and \_\_\_\_\_

4. \_\_\_\_\_ and \_\_\_\_\_

5. \_\_\_\_\_ and \_\_\_\_\_

6. \_\_\_\_\_ and \_\_\_\_\_

C How many kinds of meat are there? \_\_\_\_\_

D How many vegetables? \_\_\_\_\_

E How many different dinners are there? \_\_\_\_\_

F Solve the equation:  $3 \times 2 = \square$

MENU

Dinner Special ... \$2.75

Choice of one:

Roast Beef	Lamb Chops	Fried Chicken
---------------	---------------	------------------

Choice of one:

Peas	Corn
------	------

2. A Draw lines to match square 1 with circles A, B, and C.

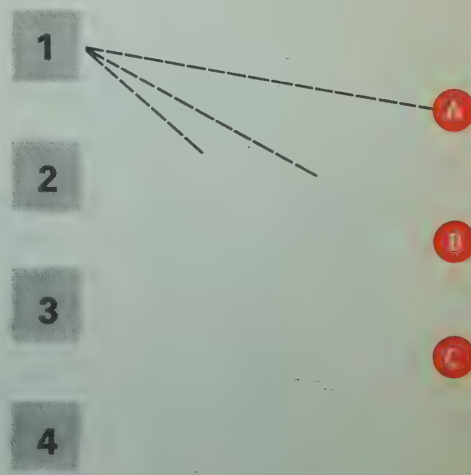
B Draw lines to match each square with circles A, B, and C.

C There are \_\_\_\_\_ squares.

D There are \_\_\_\_\_ circles.

E \_\_\_\_\_ matching lines are drawn from each square.

F There are \_\_\_\_\_ matching lines in all. We write,  $4 \times \underline{\hspace{1cm}} = \square$ .



Write a multiplication equation for each problem.  
Then fill the blank in the sentence.

1. Tom bought six 8-cent stamps. How much did he pay for the stamps?

$$6 \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

Tom spent \_\_\_\_\_ cents.

2. How many pennies would it take to buy as much as 9 nickels?

$$\underline{\hspace{1cm}} \times 5 = \underline{\hspace{1cm}}$$

9 nickels are worth \_\_\_\_\_ cents.

3. Each team has 9 players. There are 4 teams. How many players are there?

\_\_\_\_\_

There are \_\_\_\_\_ players in all.



4. Nan took swimming lessons 4 days a week for 6 weeks. How many days did Nan take lessons?

\_\_\_\_\_

Nan took swimming  
lessons for \_\_\_\_\_ days.

5. There were 8 hot-dog buns in each package. Mrs. Cook bought 7 packages. How many buns did she buy?

\_\_\_\_\_

Mrs. Cook bought \_\_\_\_\_ buns.

6. There are 6 rows of desks with 5 desks in each row. If one child sits in each desk, how many children are in the class?

\_\_\_\_\_

There are \_\_\_\_\_ children in the class.

Fill the blanks in each short story.

1. 7 cartons. 6 bottles in each carton. \_\_\_\_\_ bottles.

2. 6 children at each table.

4 tables. \_\_\_\_\_ children.



3. 9 boxes of cupcakes. 4 cupcakes in each box. \_\_\_\_\_ cupcakes in all.



4. Nine 4-cent stamps. Total cost is \_\_\_\_\_ cents.

5. 1 newspaper costs 7 cents. 7 papers cost \_\_\_\_\_ cents.

6. 8 nails for each horseshoe. 4 horseshoes for the horse.

\_\_\_\_\_ nails in all.

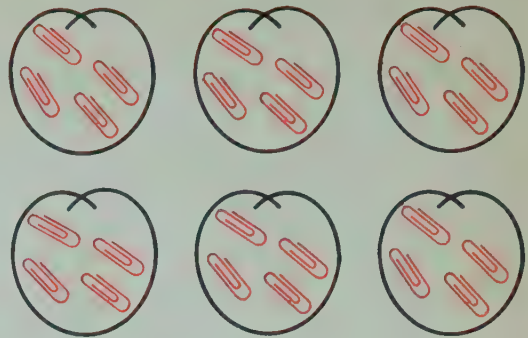
7. 8 books in each box. 7 boxes were delivered.

\_\_\_\_\_ books in all.

8. One spider, 8 legs. 5 spiders, \_\_\_\_\_ legs.



1. A There are \_\_\_\_\_ sets of paper clips.  
 B There are \_\_\_\_\_ paper clips in each set.  
 C There are \_\_\_\_\_ paper clips in all.  
 D To tell how many in 6 sets of 4, we write the multiplication equation



\_\_\_\_\_.

2. Solve the equations.

- A Since  $8 \times 9 = 72$ , then  $9 \times 8 =$  \_\_\_\_\_.  
 B Since  $6 \times 8 =$  \_\_\_\_\_, then  $8 \times 6 =$  \_\_\_\_\_.  
 C  $(2 \times 8) \times 4 = 2 \times (8 \times \text{_____})$       E  $(4 \times 6) + (\text{_____} \times 6) = 7 \times 6$   
 D  $(3 \times 8) + (4 \times 8) = \text{_____} \times 8$       F  $(\text{_____} \times 7) + (3 \times 7) = 3 \times 7$

3. Find the products.

- |                        |                        |                        |
|------------------------|------------------------|------------------------|
| A $8 \times 4 =$ _____ | E $6 \times 9 =$ _____ | I $6 \times 7 =$ _____ |
| B $9 \times 3 =$ _____ | F $8 \times 0 =$ _____ | J $8 \times 8 =$ _____ |
| C $6 \times 5 =$ _____ | G $7 \times 9 =$ _____ | K $5 \times 9 =$ _____ |
| D $7 \times 1 =$ _____ | H $5 \times 8 =$ _____ | L $9 \times 9 =$ _____ |

## CHANGE OF PACE

A grasshopper and a cricket are jumping along a number line. The grasshopper jumps 8 units each time. The cricket jumps 6 units each time.



1. The cricket starts at 0 and makes 8 jumps. He lands at \_\_\_\_\_.  
 2. The grasshopper starts at 0 and makes 6 jumps. He lands at \_\_\_\_\_.  
 3. The grasshopper makes 5 jumps. The cricket makes 5 jumps. If they started at 0, how far apart are they? \_\_\_\_\_.

1. Ring as many sets of 5 as you can.

- A There are \_\_\_\_\_ figures in all.  
 B There are \_\_\_\_\_ sets of 5.  
 C There are \_\_\_\_\_ sets of 5 in a set of 20.  
 D There are \_\_\_\_\_ fives in 20.  
 E Solve the equation.  $20 \div 5 = \underline{\hspace{2cm}}$



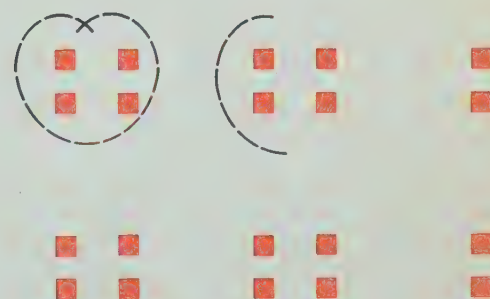
2. Ring as many sets of 3 as you can.

- A There are \_\_\_\_\_ figures in all.  
 B There are \_\_\_\_\_ sets of 3.  
 C There are \_\_\_\_\_ sets of 3 in a set of 18.  
 D Solve the equation.  $18 \div 3 = \underline{\hspace{2cm}}$



3. Ring as many sets of 4 as you can.

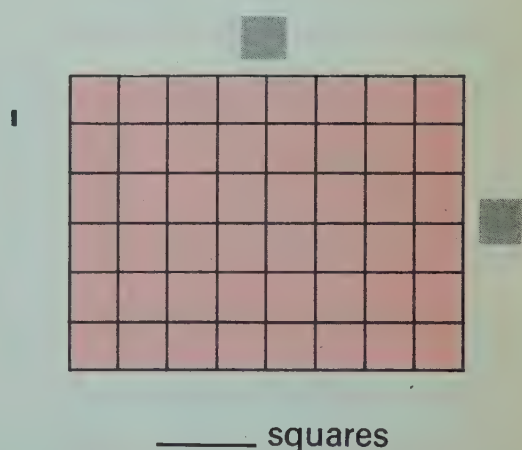
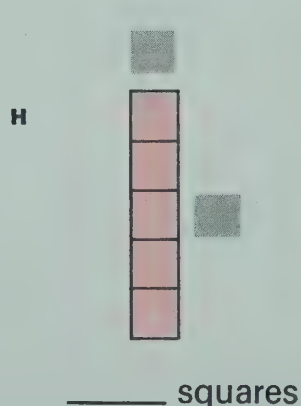
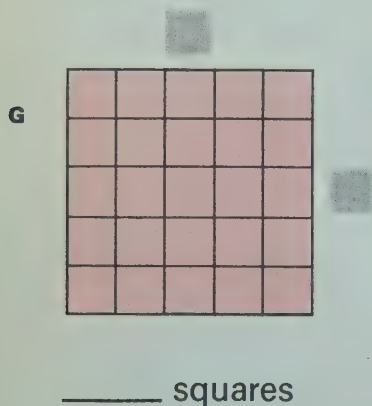
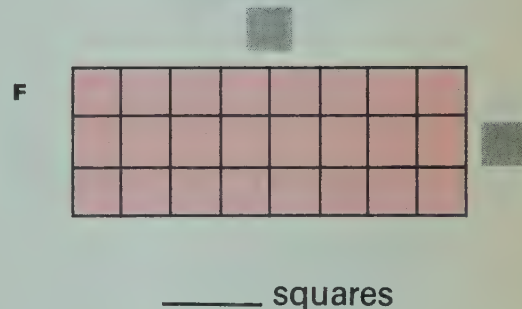
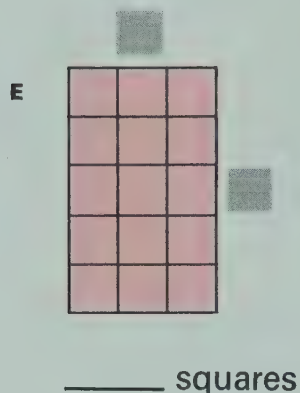
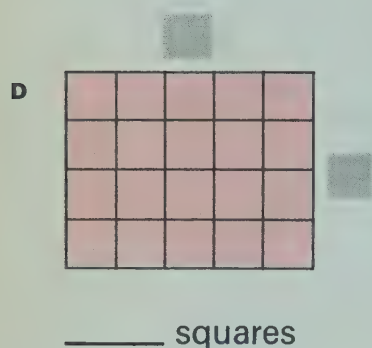
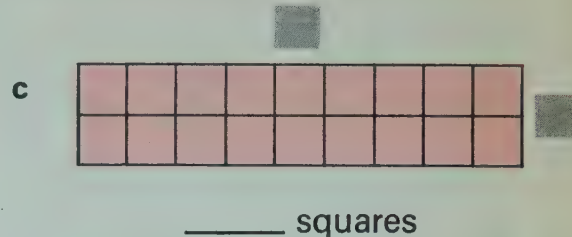
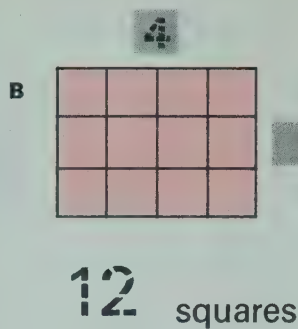
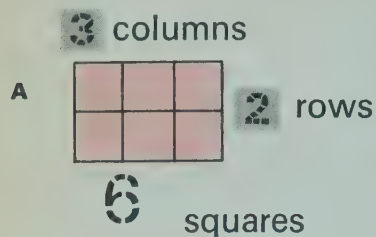
- A There are \_\_\_\_\_ figures in all.  
 B There are \_\_\_\_\_ sets of 4.  
 C There are \_\_\_\_\_ fours in 20.  
 D Solve the equation.  $20 \div 4 = \underline{\hspace{2cm}}$



4. Fill in each blank. Then solve the equation.

- A There are \_\_\_\_\_ twos in 10.  $\rightarrow 10 \div 2 = \boxed{\hspace{1cm}}$   
 B There are \_\_\_\_\_ sixes in 18.  $\rightarrow 18 \div 6 = \boxed{\hspace{1cm}}$   
 C There are \_\_\_\_\_ fours in 12.  $\rightarrow 12 \div 4 = \boxed{\hspace{1cm}}$   
 D There are \_\_\_\_\_ threes in 21.  $\rightarrow 21 \div 3 = \boxed{\hspace{1cm}}$

1. Give the number of rows, columns, and squares for each rectangular region.



2. Solve the division equations. Your work in exercise 1 will help you.

A  $12 \div 3 = \square$

E  $20 \div 5 = \square$

I  $6 \div 3 = \square$

B  $6 \div 2 = \square$

F  $5 \div 1 = \square$

J  $48 \div 8 = \square$

C  $15 \div 3 = \square$

G  $24 \div 3 = \square$

K  $5 \div 5 = \square$

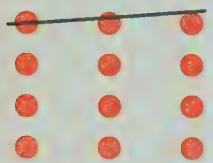
D  $25 \div 5 = \square$

H  $18 \div 2 = \square$

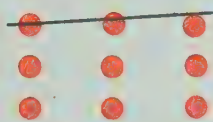
L  $24 \div 8 = \square$



1. Complete each subtraction equation. Then fill in the blanks and complete the division equation.



$$12 - 3 = \square$$



$$9 - 3 = \square$$



$$6 - 3 = \square$$



$$3 - 3 = \square$$

Three was subtracted \_\_\_\_\_ times.

There are \_\_\_\_\_ threes in 12.  $\rightarrow 12 \div 3 = \square$

2. Complete each subtraction equation. Then fill in the blanks and complete the division equation.



$$15 - 5 = \square$$



$$10 - 5 = \square$$



$$5 - 5 = \square$$

Five was subtracted \_\_\_\_\_ times.

There are \_\_\_\_\_ fives in 15.  $\rightarrow 15 \div 5 = \square$

3. Find the differences. Then fill in the blanks.

$$\begin{array}{r} 12 \\ - 2 \\ \hline \end{array} \rightarrow \begin{array}{r} 10 \\ - 2 \\ \hline \end{array} \rightarrow \begin{array}{r} 8 \\ - 2 \\ \hline \end{array} \rightarrow \begin{array}{r} 6 \\ - 2 \\ \hline \end{array} \rightarrow \begin{array}{r} 4 \\ - 2 \\ \hline \end{array} \rightarrow \begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$$

Two was subtracted \_\_\_\_\_ times.

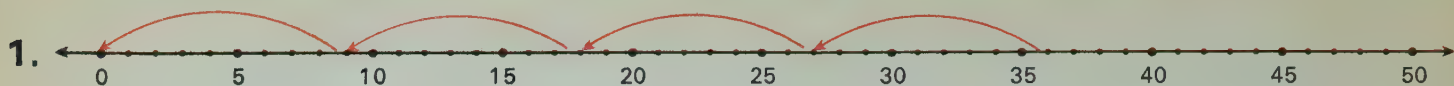
There are \_\_\_\_\_ twos in 12.  $\rightarrow 12 \div 2 = \square$

4. Find the differences. Then fill in the blanks.

$$\begin{array}{r} 42 \\ - 6 \\ \hline \end{array} \rightarrow \begin{array}{r} 36 \\ - 6 \\ \hline \end{array} \rightarrow \begin{array}{r} 30 \\ - 6 \\ \hline \end{array} \rightarrow \begin{array}{r} 24 \\ - 6 \\ \hline \end{array} \rightarrow \begin{array}{r} 18 \\ - 6 \\ \hline \end{array} \rightarrow \begin{array}{r} 12 \\ - 6 \\ \hline \end{array} \rightarrow \begin{array}{r} 6 \\ - 6 \\ \hline \end{array}$$

Six was subtracted \_\_\_\_\_ times.

There are \_\_\_\_\_ sixes in 42.  $\rightarrow 42 \div 6 = \square$



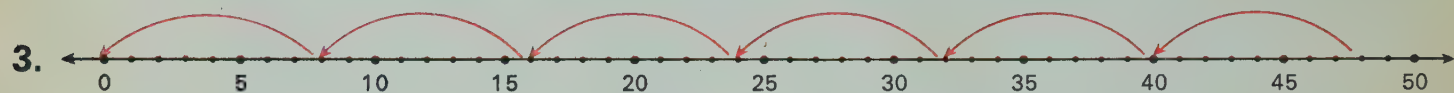
A It takes \_\_\_\_\_ jumps of 9 to get from 36 to zero.

B There are \_\_\_\_\_ nines in 36.  $\rightarrow 36 \div 9 = \square$



A It takes \_\_\_\_\_ jumps of 6 to get from 42 to zero.

B There are \_\_\_\_\_ sixes in 42.  $\rightarrow 42 \div 6 = \square$



A It takes \_\_\_\_\_ jumps of 8 to get from 48 to zero.

B There are \_\_\_\_\_ eights in 48.  $\rightarrow 48 \div 8 = \square$

4. Complete the jumps of 5 from 35 to zero.



There are \_\_\_\_\_ fives in 35.  $\rightarrow 35 \div 5 = \square$

5. Complete the jumps of 8 from 40 to zero.



There are \_\_\_\_\_ eights in 40.  $\rightarrow 40 \div 8 = \square$

6. Complete the jumps of 4 from 36 to zero.



There are \_\_\_\_\_ fours in 36.  $\rightarrow 36 \div 4 = \square$

1. Find the quotients.

A To find this quotient, think  $? \times 5 = 20$ .

$$20 \div 5 = \square$$

B To find this quotient, think  $? \times 4 = 24$ .

$$24 \div 4 = \square$$

C To find this quotient, think  $? \times 3 = 15$ .

$$15 \div 3 = \square$$

2. Find the missing factor. Then find the quotient.

A To find  $12 \div 3$ , it helps to think  $\square \times 3 = 12$ .  $12 \div 3 = \square$

B To find  $15 \div 5$ , it helps to think  $\square \times 5 = 15$ .  $15 \div 5 = \square$

C To find  $10 \div 2$ , it helps to think  $\square \times 2 = 10$ .  $10 \div 2 = \square$

D To find  $18 \div 3$ , it helps to think  $\square \times 3 = 18$ .  $18 \div 3 = \square$

3. Find the quotients.

A Since  $5 \times 7 = 35$ , we know that  $35 \div 7 = \square$  and  $35 \div 5 = \square$

B Since  $6 \times 8 = 48$ , we know that  $48 \div 6 = \square$  and  $48 \div 8 = \square$

C Since  $7 \times 6 = 42$ , we know that  $42 \div 7 = \square$  and  $42 \div 6 = \square$

D Since  $9 \times 8 = 72$ , we know that  $72 \div 8 = \square$  and  $72 \div 9 = \square$

4. Solve the equations.

A  $\square \times 3 = 6$   
 $6 \div 3 = \square$

B  $\square \times 2 = 8$   
 $8 \div 2 = \square$

C  $\square \times 5 = 10$   
 $10 \div 5 = \square$

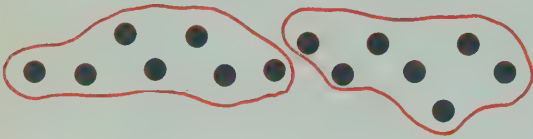
D  $\square \times 4 = 12$   
 $12 \div 4 = \square$

E  $\square \times 3 = 15$   
 $15 \div 3 = \square$

F  $\square \times 6 = 18$   
 $18 \div 6 = \square$



1. The picture below suggests a way to think about division.  
Fill in the blanks and then solve the equations.



A There are \_\_\_\_\_ dots in all.

B There are \_\_\_\_\_ sets of 7.

C There are \_\_\_\_\_ sevens in 14.

D  $2 \times 7 = \underline{\hspace{2cm}}$

E  $7 \times 2 = \underline{\hspace{2cm}}$

F  $14 \div 7 = \underline{\hspace{2cm}}$

G  $14 \div 2 = \underline{\hspace{2cm}}$

2. Write two multiplication facts and two division facts for each picture.

A



$\underline{2} \times \underline{5} = \underline{\hspace{2cm}}$

$\underline{5} \times \underline{2} = \underline{\hspace{2cm}}$

$\underline{10} \div \underline{2} = \underline{\hspace{2cm}}$

$\underline{10} \div \underline{5} = \underline{\hspace{2cm}}$

B



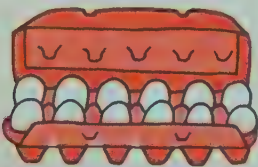
$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

C



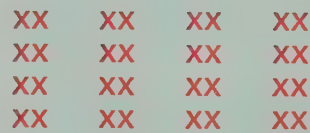
$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

D



$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

3. Solve the equations.

A  $4 \times \square = 36$

B  $\square \times 5 = 40$

C  $8 \times \square = 48$

D  $3 \times \square = 27$

4. Solve the equations.

A  $40 \div 5 = \square$

B  $48 \div 6 = \square$

C  $27 \div 9 = \square$

D  $36 \div \square = 4$

1. Solve the multiplication equation. Then solve the division equation.

A  $4 \times 6 = \square \rightarrow 24 \div 6 = \square$   
 B  $5 \times 3 = \square \rightarrow 15 \div 3 = \square$   
 C  $6 \times 3 = \square \rightarrow 18 \div 6 = \square$   
 D  $2 \times 8 = \square \rightarrow 16 \div 8 = \square$   
 E  $3 \times 9 = \square \rightarrow 27 \div 3 = \square$   
 F  $4 \times 5 = \square \rightarrow 20 \div 4 = \square$   
 G  $6 \times 5 = \square \rightarrow 30 \div 5 = \square$   
 H  $5 \times 5 = \square \rightarrow 25 \div 5 = \square$   
 I  $7 \times 3 = \square \rightarrow 21 \div 7 = \square$

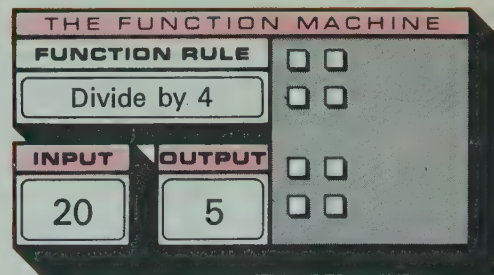
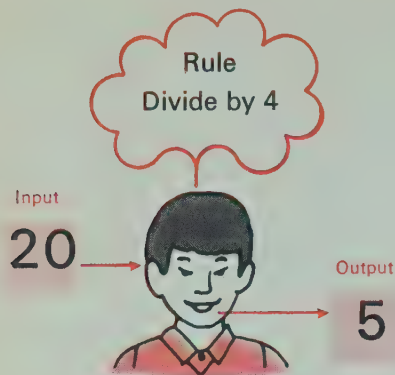
J  $\square \times 6 = 30 \rightarrow 30 \div 6 = \square$   
 K  $\square \times 7 = 21 \rightarrow 21 \div 7 = \square$   
 L  $\square \times 6 = 36 \rightarrow 36 \div 6 = \square$   
 M  $\square \times 7 = 35 \rightarrow 35 \div 7 = \square$   
 N  $\square \times 8 = 32 \rightarrow 32 \div 8 = \square$   
 O  $\square \times 4 = 28 \rightarrow 28 \div 4 = \square$   
 P  $\square \times 3 = 24 \rightarrow 24 \div 3 = \square$   
 Q  $\square \times 4 = 16 \rightarrow 16 \div 4 = \square$   
 R  $\square \times 9 = 18 \rightarrow 18 \div 9 = \square$

2. Find the products.

A $6 \times 2 = \square$	E $8 \times 3 = \square$	I $7 \times 7 = \square$	M $7 \times 8 = \square$
B $5 \times 7 = \square$	F $9 \times 2 = \square$	J $8 \times 2 = \square$	N $9 \times 7 = \square$
C $4 \times 8 = \square$	G $7 \times 4 = \square$	K $3 \times 3 = \square$	O $5 \times 5 = \square$
D $3 \times 9 = \square$	H $6 \times 7 = \square$	L $8 \times 9 = \square$	P $8 \times 8 = \square$

3. Find the quotients. (Hint: See exercise 2.)

A $24 \div 4 = \square$	E $24 \div 3 = \square$	I $54 \div 6 = \square$	M $48 \div 8 = \square$
B $27 \div 9 = \square$	F $18 \div 2 = \square$	J $72 \div 9 = \square$	N $64 \div 8 = \square$
C $32 \div 8 = \square$	G $28 \div 4 = \square$	K $9 \div 3 = \square$	O $25 \div 5 = \square$
D $35 \div 7 = \square$	H $42 \div 6 = \square$	L $16 \div 2 = \square$	P $63 \div 9 = \square$



Think about the function machine and give the missing numbers.

- Function Rule**  
Divide by 4

	Input	Output
	20	5
	16	4
A	12	
B	4	
C	8	
D	24	
- Function Rule**  
Divide by 3

	Input	Output
	15	5
	9	3
A	6	
B	12	
C	3	
D	18	
- Function Rule**  
Divide by 2

	Input	Output
	10	5
A	12	
B	8	
C	14	
D	18	
E	0	
- Function Rule**  
Divide by 1

	Input	Output
	7	7
A	6	
B	17	
C	12	
D	13	
E	1	
- Function Rule**  
Add 9

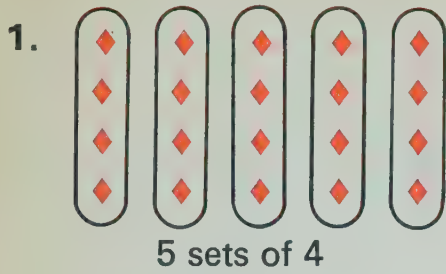
	Input	Output
A	8	
B	7	
C	6	
D	10	
E	0	
F	1	
- Function Rule**  
Subtract 7

	Input	Output
A	14	
B	10	
C	11	
D	7	
E	17	
F	27	
- Function Rule**  
Multiply by 6

	Input	Output
A	6	
B	5	
C	2	
D	4	
E	0	
F	1	
- Function Rule**  
Divide by 5

	Input	Output
A	15	
B	5	
C	10	
D	0	
E	25	
F	35	

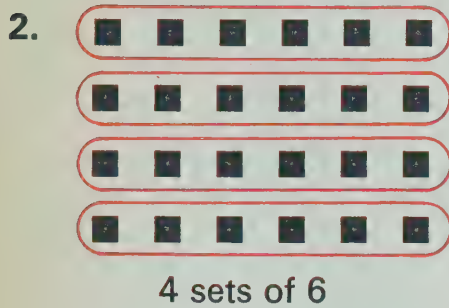




$$5 \times 4 = \square$$

$$20 \div 4 = \square$$

$$20 \div 5 = \square$$



$$4 \times 6 = \square$$

$$24 \div 6 = \square$$

$$24 \div 4 = \square$$

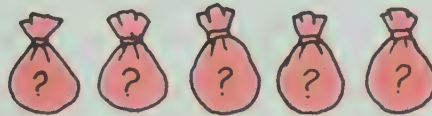
3. 18 marbles.  
3 in each bag.



$$18 \div 3 = \square$$

There are \_\_\_\_\_ bags of marbles.

4. 30 marbles.  
Same number in each bag.



$$30 \div 5 = \square$$

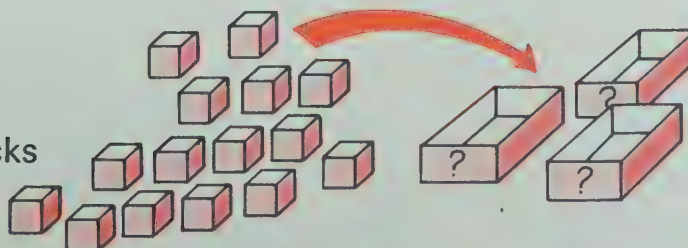
There are \_\_\_\_\_ marbles in each bag.

5. Put the same number of marbles in each can.



There are \_\_\_\_\_ marbles in each can.

6. Put the same number of blocks in each box.



There are \_\_\_\_\_ blocks in each box.

7. Put 3 balls in each sack.



\_\_\_\_\_ sacks are needed to hold all the balls.

Write a division equation for each problem.  
Then fill the blank in the sentence.

1. Jim had 32 baseball cards. He put them in stacks of 8. How many stacks of 8 did he have?

$$32 \div 8 =$$

There were \_\_\_\_\_ stacks of 8 cards.



2. Jane spent 24 cents for candy bars. Each bar cost 4 cents. How many did she buy?

$$24 \div 4 =$$

Jane bought \_\_\_\_\_ candy bars.

3. Summer camp lasts 21 days. This is how many weeks?

$$21 \div =$$

Summer camp lasts \_\_\_\_\_ weeks.



4. Ann has 30 cents worth of nickels. How many nickels does she have?

$$30 \div =$$

Ann has \_\_\_\_\_ nickels.

5. There are 45 boys. 9 boys are put on each team. How many teams are there?

$$45 \div =$$

There are \_\_\_\_\_ teams.

6. There are 35 seats in Sue's class. There are 5 seats in each row. How many rows are there?

\_\_\_\_\_

There are \_\_\_\_\_ rows of seats.

7. There are 30 children going to a picnic. If 6 children ride in each car, how many cars will be needed?

\_\_\_\_\_

It will take \_\_\_\_\_ cars for the picnic.

8. A large can holds 36 glasses of milk. There are 4 glasses in a litre. How many litres does the can hold?

\_\_\_\_\_

The can holds \_\_\_\_\_ litres of milk.

9. Mr. Field works 7 hours a day. How many days does it take for him to work 35 hours?

\_\_\_\_\_

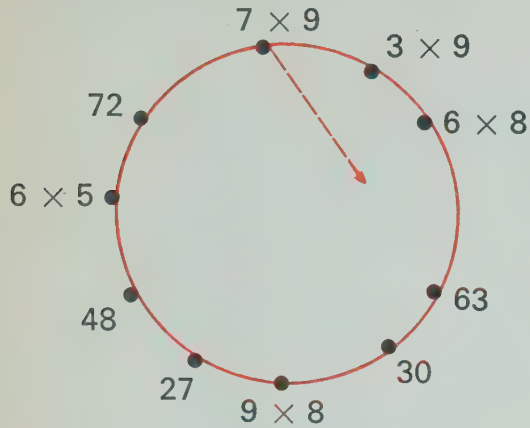
It takes \_\_\_\_\_ days for Mr. Field to work 35 hours.

10. There are 7 days in a week. How many weeks in 42 days?

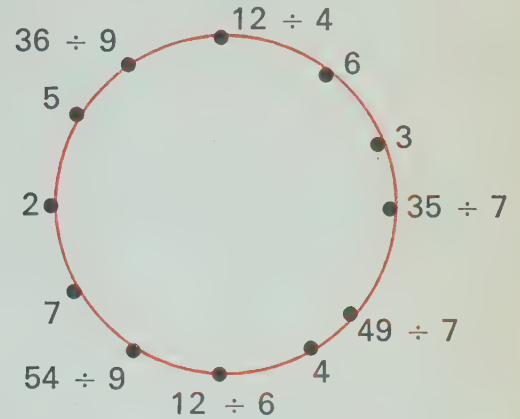
\_\_\_\_\_

\_\_\_\_\_ weeks.

1. Draw lines to connect the product to its factors.



2. Draw lines to connect the division problem to its quotient.



3. Give the missing number in each part.

**IF**

1 car  
4 wheels

**THEN**

5 cars  
□ wheels

**IF**

3 quarters  
6 bars

**THEN**

1 quarter  
□ bars

**IF**

35 jumps  
1 minute

**THEN**

□ jumps  
2 minutes

**IF**

1 month  
30 days

**THEN**

4 months  
□ days

**IF**

1 metre  
10 decimetres

**THEN**

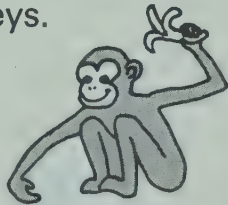
3 metres  
□ decimetres



1. 27 cents. Oranges, 9 cents each.  
How many oranges can we buy? \_\_\_\_\_

2. 30 seats. Same number in  
each row. 6 rows. How  
many seats in each row? \_\_\_\_\_

3. 48 bananas. 6 monkeys.  
How many bananas  
per monkey? \_\_\_\_\_



4. 24 children.  
16 girls.  
How many boys? \_\_\_\_\_

5. 12 girls. 19 boys.  
6 adults.  
How many people? \_\_\_\_\_

6. 4 dogs. 32 fleas.  
Same number on each dog.  
How many fleas on each dog? \_\_\_\_\_



7. 21 dollars. 3 dollars for a hat.  
How many hats? \_\_\_\_\_

8. 18 marbles.  
Same number to each of 3 boys.  
How many for each boy? \_\_\_\_\_

9. 32 players for 4 teams. How  
many players for each team? \_\_\_\_\_

10. 62 apples.  
37 of them bad.  
How many good apples? \_\_\_\_\_



11. 3 pieces per box.  
9 boxes.  
How many pieces? \_\_\_\_\_

12. 7 days per week.  
6 weeks.  
How many days? \_\_\_\_\_

13. 6 men. 9 women.  
38 children.  
How many people? \_\_\_\_\_

14. 50 cents.  
Circus ticket, 35 cents.  
How much change? \_\_\_\_\_



15. 2 days off each week.  
6 weeks.  
How many days off? \_\_\_\_\_

16. 35 school days. 5 school days  
per week. How many weeks? \_\_\_\_\_

17. 36 pieces of cheese.  
9 mice. How many  
pieces of cheese  
for each mouse? \_\_\_\_\_

1. Find the quotients.

A Since  $20 \div 4 = 5$ ,  
we know  $24 \div 4 = \square$ .

B Since  $10 \div 2 = 5$ ,  
we know  $12 \div 2 = \square$ .

C Since  $30 \div 6 = 5$ ,  
we know  $30 \div 5 = \square$ .

D Since  $30 \div 6 = 5$ ,  
we know  $36 \div 6 = \square$ .

E Since  $40 \div 8 = 5$ ,  
we know  $48 \div 8 = \square$ .

F Since  $18 \div 3 = 6$ ,  
we know  $21 \div 3 = \square$ .

G Since  $45 \div 9 = 5$ ,  
we know  $54 \div 9 = \square$ .

H Since  $48 \div 8 = 6$ ,  
we know  $48 \div 6 = \square$ .

I Since  $48 \div 8 = 6$ ,  
we know  $56 \div 8 = \square$ .

J Since  $30 \div 5 = 6$ ,  
we know  $35 \div 5 = \square$ .

2. Find the products and quotients.

A  $4 \times 5 = \square \longrightarrow 20 \div 5 = \square \longrightarrow 25 \div 5 = \square$

B  $6 \times 3 = \square \longrightarrow 18 \div 3 = \square \longrightarrow 18 \div 6 = \square$

C  $4 \times 3 = \square \longrightarrow 12 \div 3 = \square \longrightarrow 15 \div 3 = \square$

D  $8 \times 2 = \square \longrightarrow 16 \div 2 = \square \longrightarrow 18 \div 2 = \square$

E  $6 \times 4 = \square \longrightarrow 24 \div 4 = \square \longrightarrow 20 \div 4 = \square$

F  $7 \times 3 = \square \longrightarrow 21 \div 3 = \square \longrightarrow 24 \div 3 = \square$

G  $2 \times 9 = \square \longrightarrow 18 \div 9 = \square \longrightarrow 36 \div 9 = \square$

3. Find the quotients.

A  $8 \div 4 = \square$  and  $12 \div 4 = \square \longrightarrow 20 \div 4 = \square$

B  $10 \div 2 = \square$  and  $8 \div 2 = \square \longrightarrow 18 \div 2 = \square$

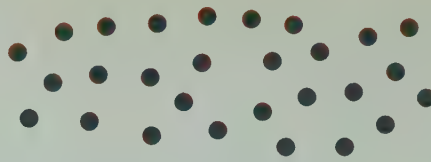
C  $20 \div 4 = \square$  and  $4 \div 4 = \square \longrightarrow 24 \div 4 = \square$

D  $30 \div 6 = \square$  and  $12 \div 6 = \square \longrightarrow 42 \div 6 = \square$

1. Ring as many sets of 7 as you can.

A There are \_\_\_\_\_ sets of 7.

B Solve:  $28 \div 7 = \square$



2. Find the differences. Then solve the equation.

$$\begin{array}{r} 14 \\ -2 \\ \hline 12 \end{array} \quad \begin{array}{r} 12 \\ -2 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array} \quad \begin{array}{r} 8 \\ -2 \\ \hline 6 \end{array} \quad \begin{array}{r} 6 \\ -2 \\ \hline 4 \end{array} \quad \begin{array}{r} 4 \\ -2 \\ \hline 2 \end{array}$$

$14 \div 2 = \square$



A It takes \_\_\_\_\_ jumps of 6 to get from 24 to zero.

B Solve:  $24 \div 6 = \square$

4. Since  $8 \times 9 = 72$ , we know that  $72 \div 9 = \square$  and  $72 \div 8 = \square$

5. Complete the division equation for this problem:  
20 cents in all.  
4 cents for each candy cane.  
How many candy canes can we buy?

$$\underline{20} \div \quad =$$

6. Jim divided 36 baseball cards equally among four friends. How many did each friend get? \_\_\_\_\_

7. Solve: A  $32 \div 4 = \square$

B  $24 \div 6 = \square$

C  $35 \div 5 = \square$

## CHANGE OF PACE

Give the correct sign (+, -, ×, ÷) for each

Examples:  $3 \circ 5 = 8$      $18 \circ 3 = 6$

1.  $6 \circ 3 = 9$

4.  $5 \circ 9 = 14$

7.  $12 \circ 3 = 15$

10.  $10 \circ 5 = 5$

2.  $7 \circ 3 = 21$

5.  $7 \circ 7 = 0$

8.  $12 \circ 3 = 4$

11.  $10 \circ 5 = 50$

3.  $12 \circ 2 = 10$

6.  $20 \circ 4 = 5$

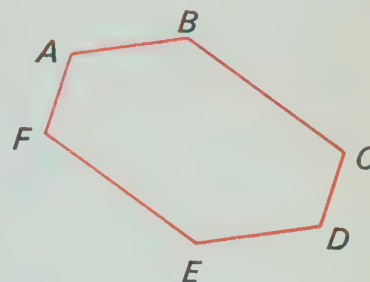
9.  $12 \circ 3 = 9$

12.  $10 \circ 5 = 2$



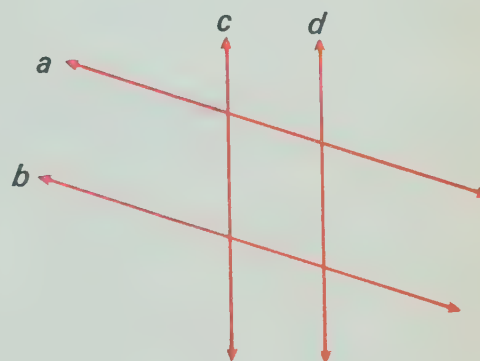
1. Fill in each blank with the name of one of the segments shown in the figure.

- A  $\overline{AB}$  is parallel to \_\_\_\_\_.  
 B  $\overline{AF}$  is parallel to \_\_\_\_\_.  
 C  $\overline{FE}$  is parallel to \_\_\_\_\_.



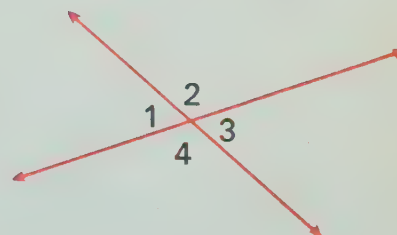
2. Fill in each blank with the name of one of the lines shown at the right.

- A Line  $a$  is parallel to line \_\_\_\_\_.  
 B Line  $c$  is parallel to line \_\_\_\_\_.  
 C Line  $b$  is parallel to line \_\_\_\_\_.  
 D Line  $d$  is parallel to line \_\_\_\_\_.



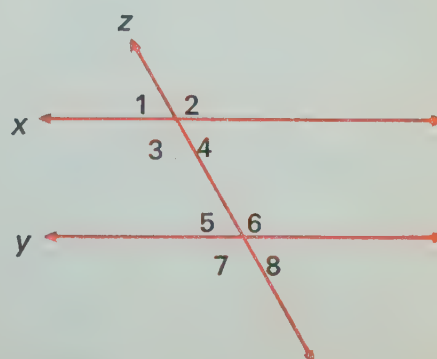
3. Refer to the pair of lines at the right to help you fill in each blank below.

- A Angle 2 is the same size as angle \_\_\_\_\_.  
 B Angle 3 is the same size as angle \_\_\_\_\_.

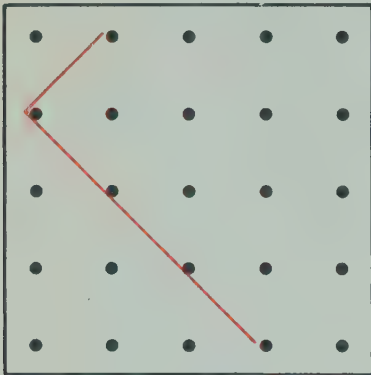


4. Refer to the figure at the right to help you fill in each blank below.

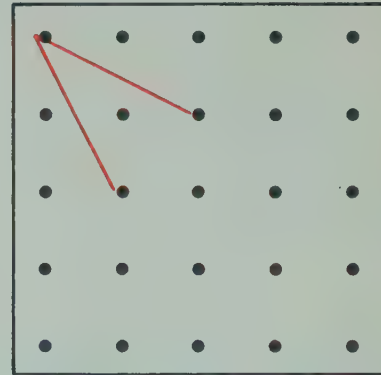
- A Line  $x$  is parallel to line \_\_\_\_\_.  
 B Angle 2 is the same size as angle 6.  
 Angle 2 is also the same size as angle \_\_\_\_\_ and angle \_\_\_\_\_.  
 C Angle 1 is the same size as angle \_\_\_\_\_, angle \_\_\_\_\_, and angle \_\_\_\_\_.



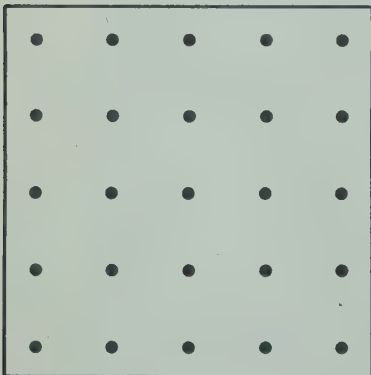
1. A **rectangle** has two pair of parallel sides and four right angles. Complete the drawing to make a rectangle.



2. A **rhombus** has two pair of parallel sides and all four sides of the same length. Complete the drawing to form a rhombus.



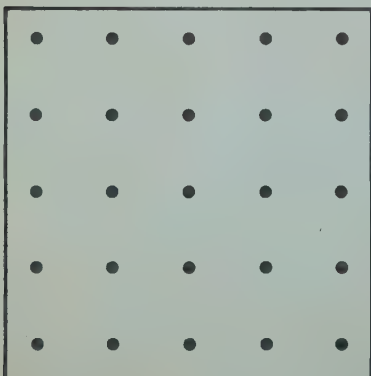
3. Draw a quadrilateral so that each side is a different length.



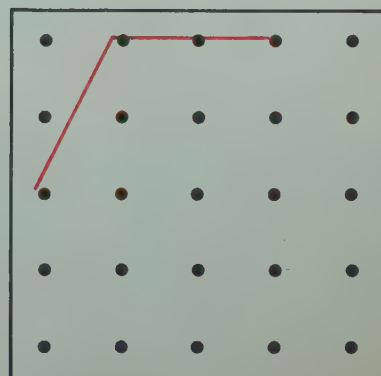
4. A **parallelogram** has two pair of parallel sides. Draw a parallelogram.



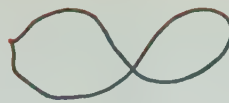
5. A **square** has four right angles and all four sides of the same length. Draw a square.



6. A **trapezoid** has one pair of parallel sides. Complete the drawing to form a trapezoid.



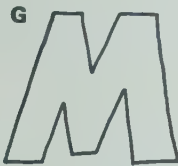
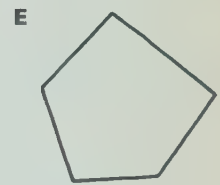
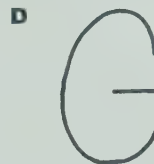
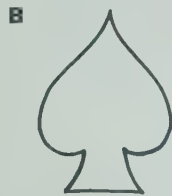
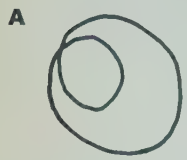
A **closed curve** is a figure that begins and ends at the same point.



A **simple closed curve** is a closed curve that does not cross itself.



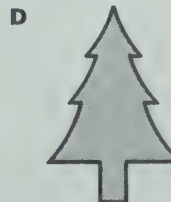
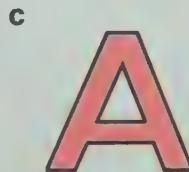
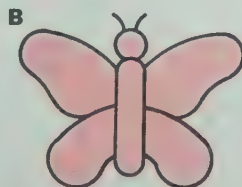
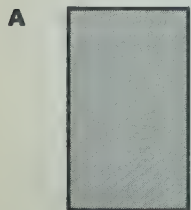
1. Place a ✓ inside the figures that are **simple closed curves**.



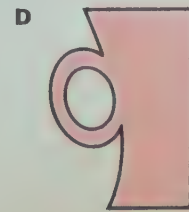
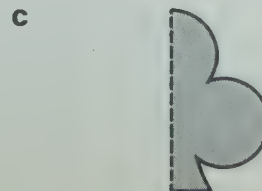
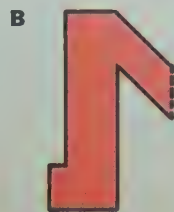
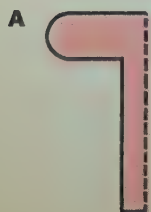
A figure is **symmetric** if you can fold it so that one half exactly matches the other half.



2. For each figure below, think about how you would fold it to make one half of it match the other half. Then use your ruler to draw a dotted line through each figure to show that they are symmetric. (Hint: Some figures may have more than one line of symmetry.)



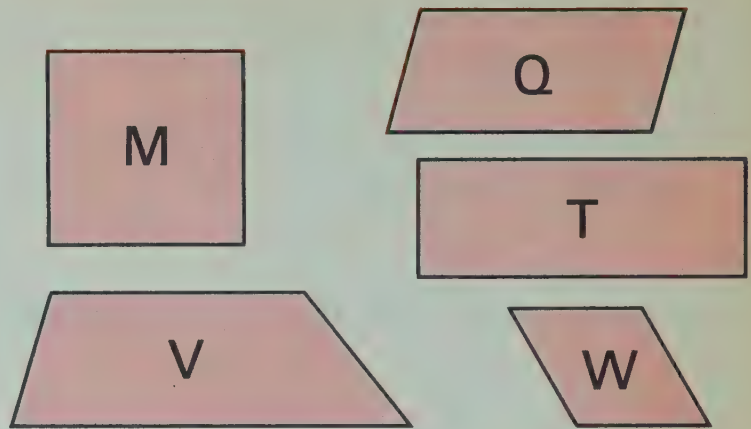
3. Complete the drawing to show how each figure would look when unfolded.





1. In the blanks below, write the letter of the figure that matches each name.

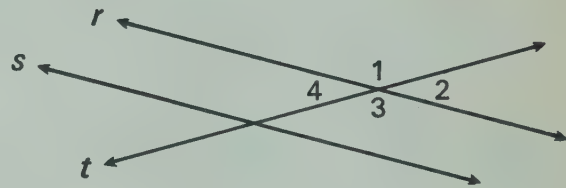
- A Rectangle \_\_\_\_\_
- B Parallelogram \_\_\_\_\_
- C Square \_\_\_\_\_
- D Trapezoid \_\_\_\_\_
- E Rhombus \_\_\_\_\_



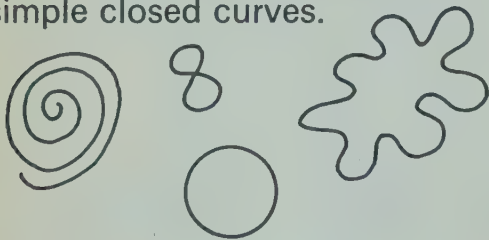
2. In the figure at the right,

line  $s$  is parallel to line \_\_\_\_\_

and angle 3 is the same size as angle \_\_\_\_\_.



3. Ring the figures that are simple closed curves.

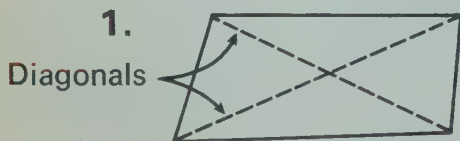


4. Draw a dotted line through each figure to show that they are symmetric.

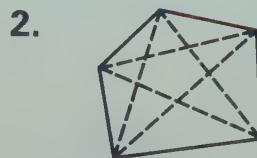


## CHANGE OF PACE

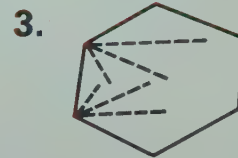
Draw all possible diagonals for each figure.



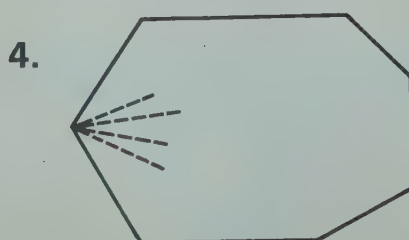
How many → 2  
did you draw?



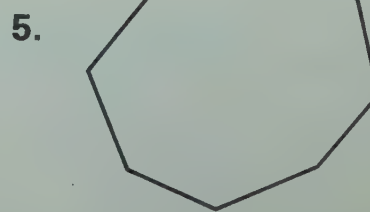
5



9

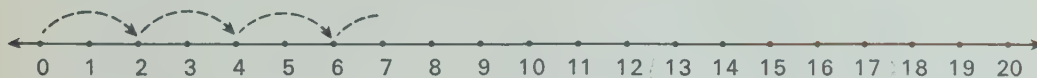


How many  
did you  
draw? → \_\_\_\_\_



\_\_\_\_\_

1. Complete the jumps of 2 from zero to 18.



- A After 4 jumps, you landed at \_\_\_\_.
- B After 5 jumps, you landed at \_\_\_\_.
- C After 7 jumps, you landed at \_\_\_\_.
- D After 9 jumps, you landed at \_\_\_\_.
- E After 10 jumps, you would land at \_\_\_\_.
- F After 15 jumps, you would land at \_\_\_\_.

The landing points represent the **even** numbers.  
The other numbers are called **odd** numbers.

2. Each **even** number ends with 0, 2, \_\_\_\_, \_\_\_\_, or \_\_\_\_.

Each **odd** number ends with \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_, or \_\_\_\_.

3. Answer "**even**" or "**odd**" for each number.

- A 14 \_\_\_\_      C 33 \_\_\_\_      E 726 \_\_\_\_      G 1001 \_\_\_\_
- B 15 \_\_\_\_      D 40 \_\_\_\_      F 397 \_\_\_\_      H 5096 \_\_\_\_

4. Fill in the addition and multiplication tables.

A

+	2	4	6
8			
0			
10			

B

+	12	4	10
9			
31			
53			

C

×	3	7	5
1			
3			
9			

5. Answer "**even**" or "**odd**."

- A The sum of two even numbers is an \_\_\_\_ number.
- B The sum of an even number and an odd number is an \_\_\_\_ number.
- C The product of two odd numbers is an \_\_\_\_ number.

**1.** Give the missing numbers.

- A** The first ten multiples of 2 are 0, 2, 4, 6, 8, 10, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- B** The first ten multiples of 3 are 0, 3, 6, 9, 12, 15, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- C** The first eight multiples of 4 are 0, 4, 8, 12, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- D** The first eight multiples of 5 are 0, 5, 10, 15, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

**2.** Give the correct number for each blank.

- A** Since  $3 \times 7 = 21$ , we know that both \_\_\_\_\_ and \_\_\_\_\_ are factors of 21.
- B** Since  $5 \times 6 = 30$ , we know that both \_\_\_\_\_ and \_\_\_\_\_ are factors of 30.
- C** Since  $4 \times 7 = 28$ , we know that both \_\_\_\_\_ and \_\_\_\_\_ are factors of 28.
- D** Since  $6 \times 4 = 24$ , we know that both \_\_\_\_\_ and \_\_\_\_\_ are factors of 24.

**3.** Write a different multiplication equation on each line.

**A**  $\underline{1} \times \underline{12} = 12$

$\underline{2} \times \underline{\quad} = 12$

$\underline{3} \times \underline{\quad} = 12$

The factors of 12 are

1, 2, 3, 4, 6, 12

**B** \_\_\_\_\_  $\times$  \_\_\_\_\_ = 20

\_\_\_\_\_  $\times$  \_\_\_\_\_ = 20

\_\_\_\_\_  $\times$  \_\_\_\_\_ = 20

The factors of 20 are

\_\_\_\_\_.

**C** \_\_\_\_\_  $\times$  \_\_\_\_\_ = 15

\_\_\_\_\_  $\times$  \_\_\_\_\_ = 15

The factors of 15 are

\_\_\_\_\_.

**D** \_\_\_\_\_  $\times$  \_\_\_\_\_ = 18

\_\_\_\_\_  $\times$  \_\_\_\_\_ = 18

\_\_\_\_\_  $\times$  \_\_\_\_\_ = 18

The factors of 18 are

\_\_\_\_\_.

**E** \_\_\_\_\_  $\times$  \_\_\_\_\_ = 10

\_\_\_\_\_  $\times$  \_\_\_\_\_ = 10

The factors of 10 are

\_\_\_\_\_.

**F** \_\_\_\_\_  $\times$  \_\_\_\_\_ = 16

\_\_\_\_\_  $\times$  \_\_\_\_\_ = 16

\_\_\_\_\_  $\times$  \_\_\_\_\_ = 16

The factors of 16 are

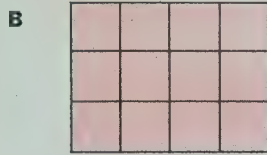
\_\_\_\_\_.



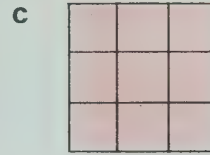
1. Give the number of squares in each rectangular shape.



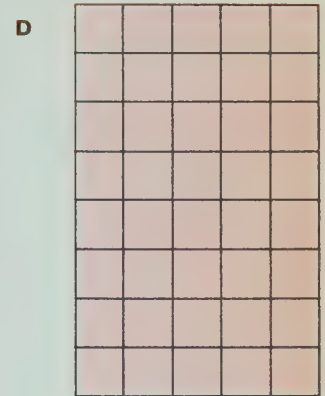
\_\_\_\_\_



\_\_\_\_\_



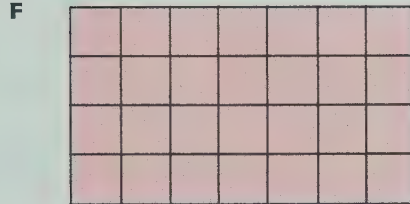
\_\_\_\_\_



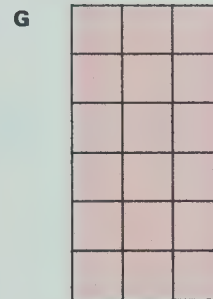
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

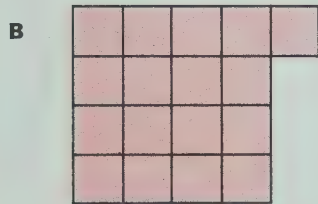


\_\_\_\_\_

2. Numbers that are greater than 1 and do not form rectangular shapes are called **prime numbers**. Give the number of squares for each shape.



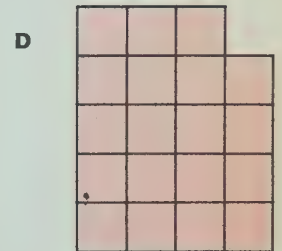
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3. When you can, write a second multiplication equation using different factors.

A  $5 \times 1 = 5$  \_\_\_\_\_  $\times$  \_\_\_\_\_  $= 5$

B  $6 \times 1 = 6$  **2** \_\_\_\_\_  $\times$  \_\_\_\_\_  $= 6$

C  $7 \times 1 = 7$  \_\_\_\_\_  $\times$  \_\_\_\_\_  $= 7$

D  $8 \times 1 = 8$  \_\_\_\_\_  $\times$  \_\_\_\_\_  $= 8$

E  $9 \times 1 = 9$  **3** \_\_\_\_\_  $\times$  \_\_\_\_\_  $= 9$

F  $13 \times 1 = 13$  \_\_\_\_\_  $\times$  \_\_\_\_\_  $= 13$

Some numbers (4, 6, 8, 9, etc.) have more than two factors.

Some numbers have exactly two different factors. These numbers are called **prime numbers**.

4. List the prime numbers less than 20. \_\_\_\_\_

1. Answer "even" or "odd" for each blank.

- A The number 78 is an \_\_\_\_\_ number.
- B The number 87 is an \_\_\_\_\_ number.
- C If a number ends in 0, 2, 4, 6, or 8, it is an \_\_\_\_\_ number.
- D If a number ends in 1, 3, 5, 7, or 9, it is an \_\_\_\_\_ number.

2. A Since  $5 \times 7 = 35$ , we know that \_\_\_\_\_ and \_\_\_\_\_ are factors of 35.  
 \_\_\_\_\_ is a multiple of 5 and 7.

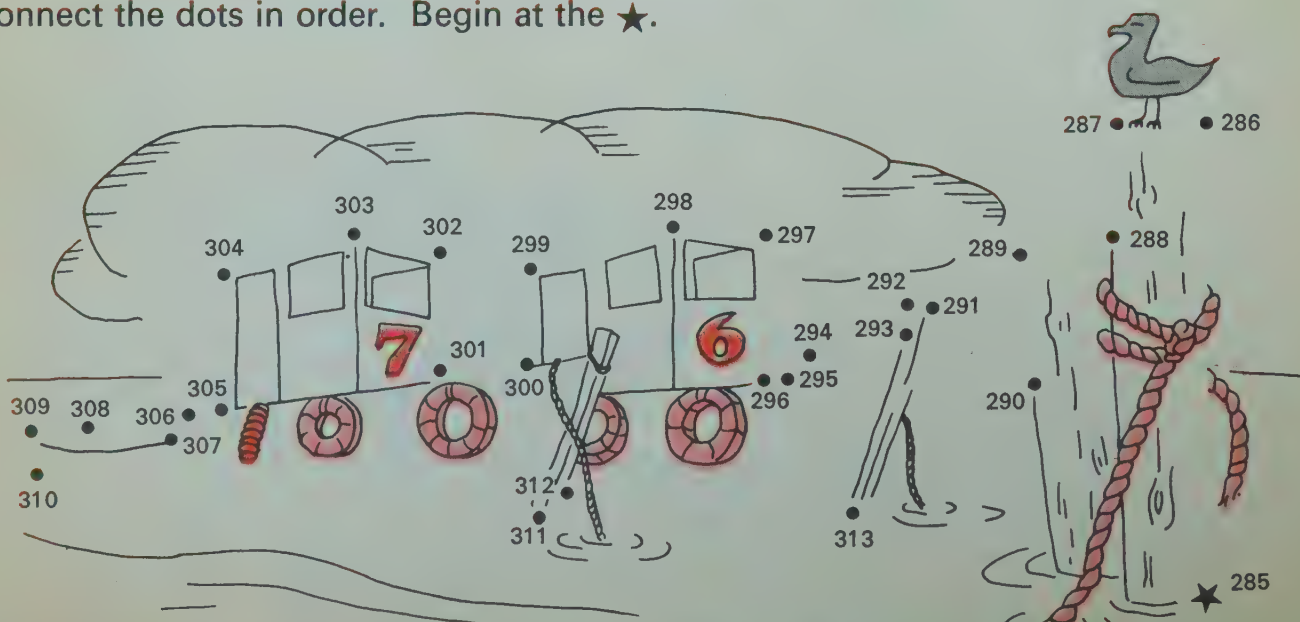
B Since  $6 \times 4 = 24$ , we know that \_\_\_\_\_ and \_\_\_\_\_ are factors of 24.  
 \_\_\_\_\_ is a multiple of 6 and 4.

3. Answer "true" or "false" for each exercise.




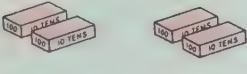

- A The number 5 is a prime number. \_\_\_\_\_
- B The number 9 is a prime number. \_\_\_\_\_
- C Each odd number is a prime number. \_\_\_\_\_
- D The prime numbers have exactly 2 factors. \_\_\_\_\_

## CHANGE OF PACE

Connect the dots in order. Begin at the ★.



1. Complete the table.

	Sets of 10 or 100	Number of sets	Number in all	Equation
A		6	60	$6 \times 10 = 60$
B				
C				
D				
E				

2. A For 7 tens, we write \_\_\_\_\_.  $\rightarrow 7 \times 10 = \underline{\hspace{2cm}}$ B For 3 hundreds, we write \_\_\_\_\_.  $\rightarrow 3 \times 100 = \underline{\hspace{2cm}}$ 

3. To multiply

$$35 \times 10 \rightarrow (30 \times 10) + (5 \times 10)$$

30 tens and 5 tens

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

4. Find the two products and their sum. Then solve the equation.

A  $(70 \times 10) + (3 \times 10)$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$73 \times 10 = \underline{\hspace{2cm}}$$

c  $(30 \times 10) + (7 \times 10)$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$37 \times 10 = \underline{\hspace{2cm}}$$

B  $(90 \times 10) + (5 \times 10)$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$95 \times 10 = \underline{\hspace{2cm}}$$

D  $(50 \times 100) + (3 \times 100)$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$53 \times 100 = \underline{\hspace{2cm}}$$



1. Give the missing numbers.

A  $4 \times 70$

$4 \times 7 \times 10$

28  $\times 10$

B  $9 \times 30$

$9 \times 3 \times 10$

        $\times 10$

C  $5 \times 60$

$5 \times 6 \times 10$

        $\times 10$

2. Solve the equations.

A  $4 \times 80 = \underline{32} \times 10 = \underline{320}$

D  $7 \times 20 = \underline{\quad\quad} \times 10 = \underline{\quad\quad}$

B  $9 \times 20 = \underline{\quad\quad} \times 10 = \underline{\quad\quad}$

E  $4 \times 60 = \underline{\quad\quad} \times 10 = \underline{\quad\quad}$

C  $6 \times 30 = \underline{\quad\quad} \times 10 = \underline{\quad\quad}$

F  $2 \times 90 = \underline{\quad\quad} \times 10 = \underline{\quad\quad}$

3. Find the products.

A  $6 \times 3 = \underline{\quad\quad} \rightarrow 6 \times 30 = \underline{\quad\quad} \rightarrow 6 \times 300 = \underline{\quad\quad}$

B  $4 \times 7 = \underline{\quad\quad} \rightarrow 4 \times 70 = \underline{\quad\quad} \rightarrow 4 \times 700 = \underline{\quad\quad}$

C  $2 \times 9 = \underline{\quad\quad} \rightarrow 2 \times 90 = \underline{\quad\quad} \rightarrow 2 \times 900 = \underline{\quad\quad}$

D  $4 \times 5 = \underline{\quad\quad} \rightarrow 4 \times 50 = \underline{\quad\quad} \rightarrow 4 \times 500 = \underline{\quad\quad}$

4. Solve the equations.

A  $3 \times 70 = 21 \times 10 = \underline{\quad\quad}$

D  $6 \times 200 = 12 \times \underline{\quad\quad} = 1200$

B  $6 \times 30 = 18 \times \underline{\quad\quad} = 180$

E  $9 \times 300 = \underline{\quad\quad} \times 100 = 2700$

C  $4 \times 80 = \underline{\quad\quad} \times 10 = 320$

F  $8 \times 400 = \underline{\quad\quad} \times 100 = \underline{\quad\quad}$

5. Find the products.

A  $8 \times 10 = \underline{\quad\quad}$

E  $10 \times 6 = \underline{\quad\quad}$

I  $4 \times 90 = \underline{\quad\quad}$

B  $8 \times 100 = \underline{\quad\quad}$

F  $3 \times 50 = \underline{\quad\quad}$

J  $30 \times 8 = \underline{\quad\quad}$

C  $8 \times 20 = \underline{\quad\quad}$

G  $7 \times 100 = \underline{\quad\quad}$

K  $2 \times 700 = \underline{\quad\quad}$

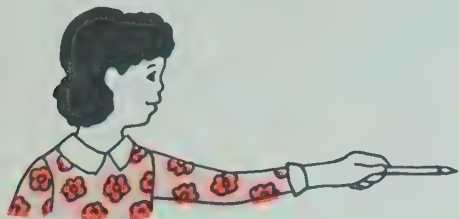
D  $8 \times 200 = \underline{\quad\quad}$

H  $3 \times 400 = \underline{\quad\quad}$

L  $400 \times 3 = \underline{\quad\quad}$

1. You can "break apart" one of the factors when you multiply.

A Complete the equation for Jennifer.



$5 \times 7$   
5 fours and 5 threes

$$5 \times 7 = (5 \times 4) + (5 \times \underline{\quad})$$

B Complete the equation for Philip.



$3 \times 12$   
3 tens and 3 twos

$$3 \times 12 = (3 \times 10) + 3 \times \underline{\quad}$$

2. Solve the equations.

A Think:  
2 tens and 2 fours

$$2 \times 14 = (2 \times 10) + (2 \times \underline{\quad})$$

B Think:  
3 twenties and 3 fives

$$3 \times 25 = (3 \times 20) + (3 \times \underline{\quad})$$

C Think:  
4 tens and 4 sevens

$$4 \times 17 = (4 \times \underline{\quad}) + (4 \times 7)$$

D Think:  
5 thirties and 5 eights

$$5 \times 38 = (5 \times 30) + (5 \times \underline{\quad})$$

E Think:  
7 sixties and 7 twos

$$7 \times 62 = (7 \times \underline{\quad}) + (7 \times 2)$$

F Think:  
9 tens and 9 sixes

$$9 \times 16 = (9 \times 10) + (9 \times \underline{\quad})$$

1. Solve the equations.

A  $3 \times 42 = (3 \times 40) + (3 \times \underline{\quad})$

B  $4 \times 27 = (4 \times \underline{\quad}) + (4 \times 7)$

C  $6 \times 21 = (6 \times 20) + (6 \times \underline{\quad})$

D  $9 \times 36 = (9 \times \underline{\quad}) + (9 \times 6)$

E  $8 \times 24 = (8 \times 20) + (8 \times \underline{\quad})$

F  $5 \times 78 = (5 \times \underline{\quad}) + (5 \times 8)$

2. Give the products. Then give their sum.

A To find  $3 \times 42$ ,

we add the products  $\begin{cases} 3 \times 40 = \square \\ 3 \times 2 = \square \end{cases}$

$3 \times 42 = \underline{\quad}$

B To find  $6 \times 32$ ,

we add the products  $\begin{cases} 6 \times 30 = \square \\ 6 \times 2 = \square \end{cases}$

$6 \times 32 = \underline{\quad}$

C To find  $4 \times 65$ ,

we add the products  $\begin{cases} 4 \times 60 = \square \\ 4 \times 5 = \square \end{cases}$

$4 \times 65 = \underline{\quad}$

D To find  $5 \times 37$ ,

we add the products  $\begin{cases} 5 \times 30 = \square \\ 5 \times 7 = \square \end{cases}$

$5 \times 37 = \underline{\quad}$

E To find  $2 \times 38$ ,

we add the products  $\begin{cases} 2 \times 30 = \square \\ 2 \times 8 = \square \end{cases}$

$2 \times 38 = \underline{\quad}$

F To find  $3 \times 64$ ,

we add the products  $\begin{cases} 3 \times 60 = \square \\ 3 \times 4 = \square \end{cases}$

$3 \times 64 = \underline{\quad}$

3. A Since  $3 \times 50 = 150$  and  $3 \times 7 = 21$ , we know that  $3 \times 57 = \underline{\quad}$ .

B Since  $4 \times 30 = 120$  and  $4 \times 4 = 16$ , we know that  $4 \times 34 = \underline{\quad}$ .

C Since  $5 \times 30 = 150$  and  $5 \times 5 = 25$ , we know that  $5 \times 35 = \underline{\quad}$ .

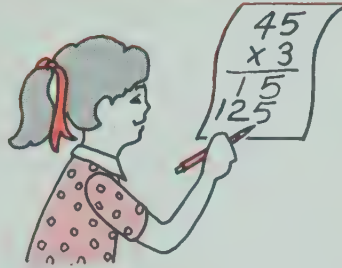
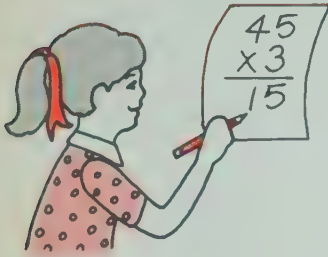
D Since  $7 \times 60 = 420$  and  $7 \times 7 = 49$ , we know that  $7 \times 67 = \underline{\quad}$ .



$3 \times 5 = \underline{\quad}$

$3 \times 40 = \underline{\quad}$

$15 + 120 = \underline{\quad}$



Solve the equation. Then give the number for the

1.

$7 \times 2 = \underline{\quad}$

$$\begin{array}{r} 62 \\ \times 7 \\ \hline \end{array}$$



$7 \times 60 = \underline{\quad}$

$$\begin{array}{r} 62 \\ \times 7 \\ \hline 14 \end{array}$$



$14 + 420 = \underline{\quad}$

$$\begin{array}{r} 62 \\ \times 7 \\ \hline 14 \\ 420 \\ \hline \end{array}$$

2.

$6 \times 3 = \underline{\quad}$

$$\begin{array}{r} 53 \\ \times 6 \\ \hline \end{array}$$



$6 \times 50 = \underline{\quad}$

$$\begin{array}{r} 53 \\ \times 6 \\ \hline 18 \end{array}$$



$18 + 300 = \underline{\quad}$

$$\begin{array}{r} 53 \\ \times 6 \\ \hline 18 \\ 300 \\ \hline \end{array}$$

3.

$5 \times 6 = \underline{\quad}$

$$\begin{array}{r} 46 \\ \times 5 \\ \hline \end{array}$$



$5 \times 40 = \underline{\quad}$

$$\begin{array}{r} 46 \\ \times 5 \\ \hline 30 \end{array}$$



$30 + 200 = \underline{\quad}$

$$\begin{array}{r} 46 \\ \times 5 \\ \hline 30 \\ 200 \\ \hline \end{array}$$

1. Solve the equations. Then find the product.

A  $3 \times 7 = \underline{\quad}$

$3 \times 30 = \underline{\quad}$

$$\begin{array}{r} 37 \\ \times 3 \\ \hline \end{array}$$

B  $6 \times 2 = \underline{\quad}$

$6 \times 40 = \underline{\quad}$

$$\begin{array}{r} 42 \\ \times 6 \\ \hline \end{array}$$

C  $5 \times 1 = \underline{\quad}$

$5 \times 80 = \underline{\quad}$

$$\begin{array}{r} 81 \\ \times 5 \\ \hline \end{array}$$

D  $3 \times 7 = \underline{\quad}$

$3 \times 60 = \underline{\quad}$

$$\begin{array}{r} 67 \\ \times 3 \\ \hline \end{array}$$

E  $4 \times 2 = \underline{\quad}$

$4 \times 90 = \underline{\quad}$

$$\begin{array}{r} 92 \\ \times 4 \\ \hline \end{array}$$

F  $6 \times 8 = \underline{\quad}$

$6 \times 40 = \underline{\quad}$

$$\begin{array}{r} 48 \\ \times 6 \\ \hline \end{array}$$

2. Find the products.

A  $\begin{array}{r} 72 \\ \times 3 \\ \hline \end{array}$

B  $\begin{array}{r} 64 \\ \times 4 \\ \hline \end{array}$

C  $\begin{array}{r} 35 \\ \times 2 \\ \hline \end{array}$

D  $\begin{array}{r} 47 \\ \times 6 \\ \hline \end{array}$

E  $\begin{array}{r} 36 \\ \times 3 \\ \hline \end{array}$

F  $\begin{array}{r} 58 \\ \times 2 \\ \hline \end{array}$

G  $\begin{array}{r} 25 \\ \times 5 \\ \hline \end{array}$

H  $\begin{array}{r} 54 \\ \times 3 \\ \hline \end{array}$

I  $\begin{array}{r} 61 \\ \times 7 \\ \hline \end{array}$

J  $\begin{array}{r} 72 \\ \times 6 \\ \hline \end{array}$

K  $\begin{array}{r} 83 \\ \times 4 \\ \hline \end{array}$

L  $\begin{array}{r} 92 \\ \times 3 \\ \hline \end{array}$

M  $\begin{array}{r} 28 \\ \times 3 \\ \hline \end{array}$


N  $\begin{array}{r} 86 \\ \times 5 \\ \hline \end{array}$

O  $\begin{array}{r} 33 \\ \times 5 \\ \hline \end{array}$

P  $\begin{array}{r} 19 \\ \times 6 \\ \hline \end{array}$

Q  $\begin{array}{r} 58 \\ \times 9 \\ \hline \end{array}$

R  $\begin{array}{r} 77 \\ \times 8 \\ \hline \end{array}$

1. Give the correct digit for each . Part A is an example for you to follow.

A

$$7 \times 2 = 14$$

$$\begin{array}{r} 1 \\ 52 \\ \times 7 \\ \hline \end{array}$$

$$7 \times 5 = 35$$

$$35 + 1 = 36$$

$$\begin{array}{r} 1 \\ 52 \\ \times 7 \\ \hline \end{array}$$

B

$$5 \times 3 = 15$$

$$\begin{array}{r} 43 \\ \times 5 \\ \hline \end{array}$$

$$5 \times 4 = 20$$

$$20 + 1 = 21$$

$$\begin{array}{r} 1 \\ 43 \\ \times 5 \\ \hline \end{array}$$

C

$$7 \times 6 = 42$$

$$\begin{array}{r} 36 \\ \times 7 \\ \hline \end{array}$$

$$7 \times 3 = 21$$

$$21 + 4 = 25$$

$$\begin{array}{r} 4 \\ 36 \\ \times 7 \\ \hline \end{array}$$

D

$$3 \times 7 = 21$$

$$\begin{array}{r} 57 \\ \times 3 \\ \hline \end{array}$$

$$3 \times 5 = 15$$

$$15 + 2 = 17$$

$$\begin{array}{r} 2 \\ 57 \\ \times 3 \\ \hline \end{array}$$

E

$$4 \times 8 = 32$$

$$\begin{array}{r} 58 \\ \times 4 \\ \hline \end{array}$$

$$4 \times 5 = 20$$

$$20 + 3 = 23$$

$$\begin{array}{r} 3 \\ 58 \\ \times 4 \\ \hline \end{array}$$

F

$$8 \times 2 = 16$$

$$\begin{array}{r} 62 \\ \times 8 \\ \hline \end{array}$$

$$8 \times 6 = 48$$

$$48 + 1 = 49$$

$$\begin{array}{r} 1 \\ 62 \\ \times 8 \\ \hline \end{array}$$

2. Find the products.

A  $\begin{array}{r} 43 \\ \times 4 \\ \hline \end{array}$

B  $\begin{array}{r} 27 \\ \times 6 \\ \hline \end{array}$

C  $\begin{array}{r} 52 \\ \times 3 \\ \hline \end{array}$

D  $\begin{array}{r} 24 \\ \times 7 \\ \hline \end{array}$

E  $\begin{array}{r} 57 \\ \times 5 \\ \hline \end{array}$

F  $\begin{array}{r} 81 \\ \times 2 \\ \hline \end{array}$

G  $\begin{array}{r} 91 \\ \times 6 \\ \hline \end{array}$

H  $\begin{array}{r} 82 \\ \times 5 \\ \hline \end{array}$

I  $\begin{array}{r} 75 \\ \times 3 \\ \hline \end{array}$

J  $\begin{array}{r} 35 \\ \times 4 \\ \hline \end{array}$

K  $\begin{array}{r} 46 \\ \times 2 \\ \hline \end{array}$

L  $\begin{array}{r} 17 \\ \times 6 \\ \hline \end{array}$



Solve each problem. Workspace is provided for you.

1. In a bicycle race the winner rode 23 kilometres each hour for 3 hours. How many kilometres did he travel?

\_\_\_\_\_

2. Mr. Smith figured he drove 57 kilometres each hour for 4 hours. How far did he drive?

\_\_\_\_\_

3. Tom's father drives his car 6 km on each litre of gas. How far can he drive on 8 litres of gas?

\_\_\_\_\_

4. If a car can travel 9 km on a litre of gas, how far can it travel on 21 litres?

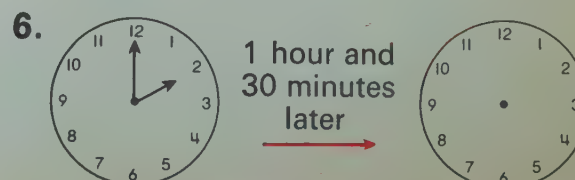
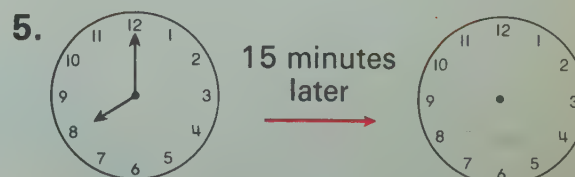
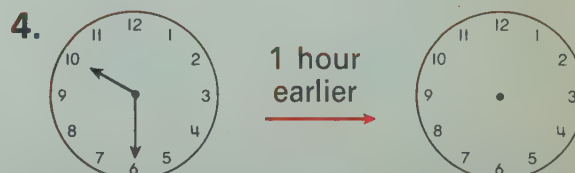
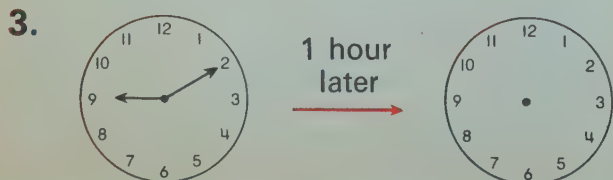
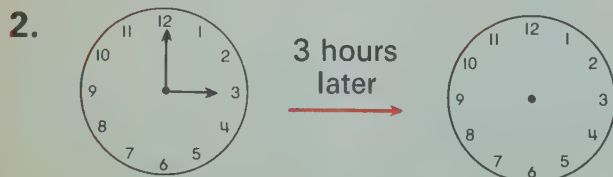
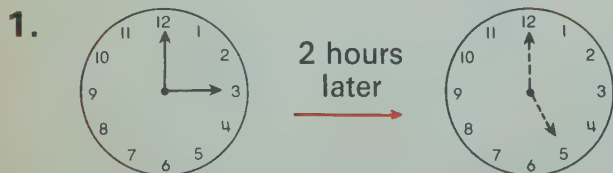
\_\_\_\_\_


5. A racing car was driven 160 kilometres per hour for 3 hours. How far did it travel?

\_\_\_\_\_

## CHANGE OF PACE

Show hands on the clocks.



1. Solve the equation. Then give the number for the .

$$3 \times 8 = \underline{\hspace{2cm}}$$

$$3 \times 40 = \underline{\hspace{2cm}}$$

$$3 \times 600 = \underline{\hspace{2cm}}$$

$$24 + 120 + 1800 = \underline{\hspace{2cm}}$$

$$\begin{array}{r} 648 \\ \times 3 \\ \hline \end{array}$$



$$\begin{array}{r} 648 \\ \times 3 \\ \hline 24 \\ \hline \end{array}$$



$$\begin{array}{r} 648 \\ \times 3 \\ \hline 24 \\ 120 \\ \hline \end{array}$$



$$\begin{array}{r} 648 \\ \times 3 \\ \hline 24 \\ 120 \\ 1800 \\ \hline \end{array}$$

2. Give the correct digit for each .

$$3 \times 8 = 24$$

$$\begin{array}{r} \text{box} \\ 648 \\ \times 3 \\ \hline \text{box} \end{array}$$

$$\begin{array}{l} 3 \times 4 = 12 \\ 12 + 2 = 14 \end{array}$$

$$\begin{array}{r} \text{box} \quad 2 \\ 648 \\ \times 3 \\ \hline \text{box} \quad 4 \end{array}$$

$$\begin{array}{l} 3 \times 6 = 18 \\ 18 + 1 = 19 \end{array}$$

$$\begin{array}{r} \text{box} \quad 1 \quad 2 \\ 648 \\ \times 3 \\ \hline \text{box} \quad 4 \quad 4 \end{array}$$

3. Find the products.

A  $\begin{array}{r} 526 \\ \times 3 \\ \hline \end{array}$

B  $\begin{array}{r} 348 \\ \times 4 \\ \hline \end{array}$

C  $\begin{array}{r} 276 \\ \times 5 \\ \hline \end{array}$

D  $\begin{array}{r} 521 \\ \times 2 \\ \hline \end{array}$

E  $\begin{array}{r} 346 \\ \times 6 \\ \hline \end{array}$

F  $\begin{array}{r} 537 \\ \times 3 \\ \hline \end{array}$

G  $\begin{array}{r} 291 \\ \times 2 \\ \hline \end{array}$

H  $\begin{array}{r} 526 \\ \times 6 \\ \hline \end{array}$

I  $\begin{array}{r} 304 \\ \times 2 \\ \hline \end{array}$

J  $\begin{array}{r} 271 \\ \times 3 \\ \hline \end{array}$

K  $\begin{array}{r} 605 \\ \times 5 \\ \hline \end{array}$

L  $\begin{array}{r} 720 \\ \times 7 \\ \hline \end{array}$

M  $\begin{array}{r} 8324 \\ \times 5 \\ \hline \end{array}$

N  $\begin{array}{r} 5320 \\ \times 4 \\ \hline \end{array}$

O  $\begin{array}{r} 5412 \\ \times 4 \\ \hline \end{array}$

P  $\begin{array}{r} 7248 \\ \times 3 \\ \hline \end{array}$

Q  $\begin{array}{r} 5024 \\ \times 4 \\ \hline \end{array}$

1. Ring the multiplication problem that would give the better estimate for the first problem.

A  $2 \times 58$ :  $2 \times 50$   $2 \times 60$

D  $6 \times 91$ :  $6 \times 90$   $6 \times 100$

B  $4 \times 17$ :  $4 \times 10$   $4 \times 20$

E  $8 \times 59$ :  $8 \times 50$   $8 \times 60$

C  $3 \times 22$ :  $3 \times 20$   $3 \times 30$

F  $5 \times 33$ :  $5 \times 30$   $5 \times 40$

2. Tell whether each product is **more** or **less** than 100.

A  $2 \times 55$  more

C  $5 \times 19$  \_\_\_\_\_

E  $6 \times 15$  \_\_\_\_\_

B  $2 \times 45$  \_\_\_\_\_

D  $4 \times 29$  \_\_\_\_\_

F  $3 \times 34$  \_\_\_\_\_

3. Put a ring around the best estimate of the product.

A  $4 \times 53$ : 100 200 300

E  $2 \times 199$ : 400 500 600

B  $2 \times 201$ : 200 400 600

F  $2 \times 105$ : 150 200 250

C  $2 \times 49$ : 100 200 300

G  $4 \times 48$ : 300 200 100

D  $6 \times 99$ : 600 500 400

H  $4 \times 24$ : 100 200 300

4. Put a ring around the best estimate for each exercise.

A How many wheels on 33 tricycles?



100 200 300

C There are 4 weeks in a month. How many weeks are in 26 months?

100 200 300

B How many wheels on 68 cars?



100 200 300

D There are 52 weeks in a year. How many weeks are in 4 years?

100 200 300

E There are 32 pupils in a class. How many pupils are in 3 classes?

100 200 300



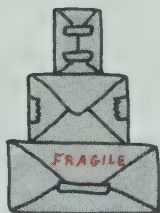
1. There are 60 minutes in an hour. How many minutes are in 6 hours? \_\_\_\_\_

2. One ticket costs 17 cents. Jill wants to buy 4 tickets. How much money does she need? \_\_\_\_\_



3. Mr. Small figured that his chickens laid 7 dozen eggs last week. How many eggs is this? \_\_\_\_\_

4. Bill mailed three packages. They cost 24 cents, 37 cents, and 52 cents. How much did it cost to mail all the packages? \_\_\_\_\_



5. Sue mailed 5 packages. The mailing charge for each one was 27 cents. How much did Sue spend? \_\_\_\_\_

6. Mr. Brown can drive his car 6 km on each litre of gas. How far can he drive on 18 litres of gas? \_\_\_\_\_



7. Ms. Gray owns a small car and can drive her car 9 km on a litre of gas. How far can she drive on 18 litres of gas? \_\_\_\_\_

8. How much farther can Ms. Gray drive on 18 litres of gas than

Mr. Brown? \_\_\_\_\_

9. There are 12 months in a year. How many months are in 5 years? \_\_\_\_\_

10. There are 24 hours in a day. How many hours in three days? \_\_\_\_\_

11. On a vacation trip Jan figured her father was driving at a rate of about 73 kilometres per hour. At this rate, how far would they go in 4 hours? \_\_\_\_\_

12. John read that he would weigh about 2 times as much on Jupiter as he does on earth. About how much would John weigh on Jupiter if he weighs 42 kilograms on earth? \_\_\_\_\_

13. In an auditorium the centre section of seats has 24 rows with 9 seats in each row. How many seats are in this section? \_\_\_\_\_

14. At 645 kilometres per hour, how far can an airplane travel in 3 hours? \_\_\_\_\_



1. Find the products.

A  $7 \times 10 = \underline{\hspace{2cm}}$

C  $30 \times 10 = \underline{\hspace{2cm}}$

E  $6 \times 40 = \underline{\hspace{2cm}}$

B  $7 \times 100 = \underline{\hspace{2cm}}$

D  $23 \times 10 = \underline{\hspace{2cm}}$

F  $50 \times 3 = \underline{\hspace{2cm}}$

2. Solve.

A  $4 \times 26 = (4 \times 20) + (4 \times \underline{\hspace{1cm}})$

B  $6 \times 13 = (6 \times 10) + (\underline{\hspace{1cm}} \times 3)$

3. Find the products.

A  $\begin{array}{r} 27 \\ \times 3 \\ \hline \end{array}$

B  $\begin{array}{r} 51 \\ \times 7 \\ \hline \end{array}$

C  $\begin{array}{r} 16 \\ \times 4 \\ \hline \end{array}$

D  $\begin{array}{r} 34 \\ \times 6 \\ \hline \end{array}$

E  $\begin{array}{r} 82 \\ \times 2 \\ \hline \end{array}$

F  $\begin{array}{r} 94 \\ \times 3 \\ \hline \end{array}$

G  $\begin{array}{r} 526 \\ \times 4 \\ \hline \end{array}$

H  $\begin{array}{r} 334 \\ \times 6 \\ \hline \end{array}$

I  $\begin{array}{r} 216 \\ \times 3 \\ \hline \end{array}$

J  $\begin{array}{r} 5271 \\ \times 4 \\ \hline \end{array}$

K  $\begin{array}{r} 6423 \\ \times 3 \\ \hline \end{array}$

4. There are 52 weeks in a year. A good estimate for the number of weeks in 8 years is (ring one):

300      400      500

5. 36 apples in one box. How many apples in 7 boxes?

6. If each year had 365 days, how many days in 3 years?

## CHANGE OF PACE

Work the puzzle.

**Across**

1.  $1000 - 2$
3.  $4 + 4 + 4 + 4$
5. Ten hundred
7.  $3 \times 6$
9. In 392 the 9 means  $\text{III}$
10.  $4 \times 7$
12.  $3 \times 67 = 2\text{IIIIII}$
14. Largest 4-digit number
16.  $7 \times \text{III} = 70$
17.  $300 \times 3$

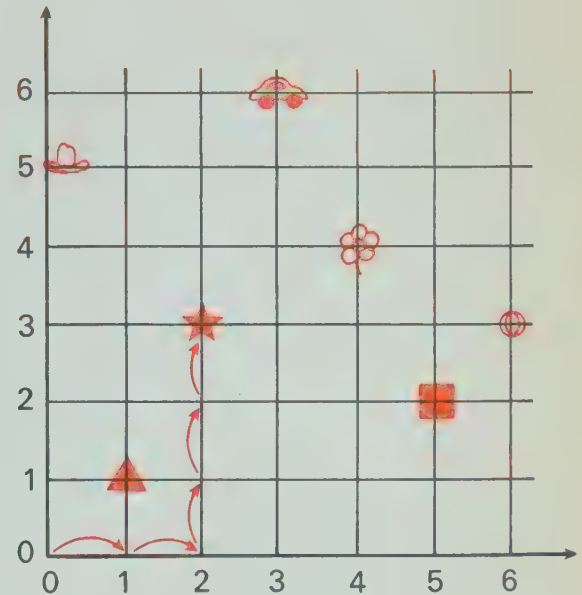
**Down**

1.  $(9 \times 100) + 1$
2. 9 nines
3. 100 tens
4.  $4 \times 15$
6.  $999 - 90 = 9\text{IIIIII}$
8.  $1658 \times 5$
11.  $88 < \text{III} < 90$
13. 10 tens
14. One more than ninety
15.  $100 - 1$

1		2		3	4
		5	6		
7	8		9		
	10	11		12	13
14			15		
16			17		

1. Give the missing numbers.

- A The ★ is "2 over and \_\_\_\_ up."
- B The ■ is \_\_\_\_ over and 2 up.
- C The ▲ is 1 over and \_\_\_\_ up.
- D The ☼ is \_\_\_\_ over and \_\_\_\_ up.
- E The ○ is \_\_\_\_ over and \_\_\_\_ up.
- F The 🚗 is \_\_\_\_ over and \_\_\_\_ up.
- G The 🎩 is \_\_\_\_ over and \_\_\_\_ up.

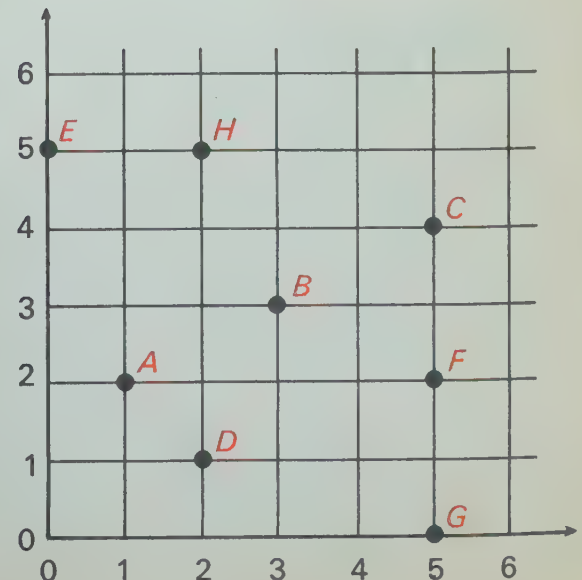


The 🚗 above is "3 over and 6 up." We write (3, 6).

The co-ordinates of the 🚗 are (3, 6).

2. Fill in each blank with the correct letter or number.

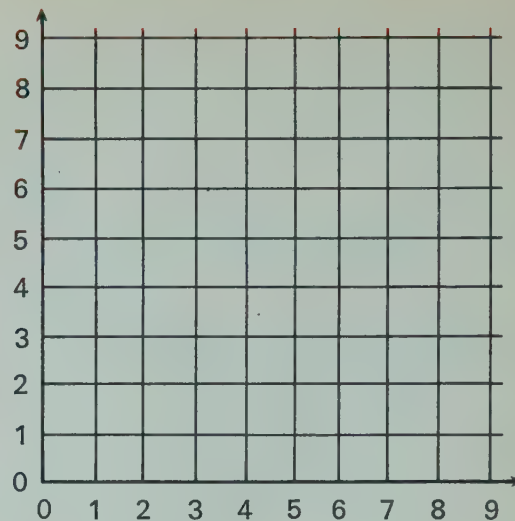
- A The letter *H* is 2 over and \_\_\_\_ up.
- B The co-ordinates of *H* are (2, \_\_\_\_).
- C What letter is at (3, 3)? \_\_\_\_
- D The co-ordinates of *C* are (\_\_\_\_, \_\_\_\_).
- E The letter *F* is at (\_\_\_\_, \_\_\_\_).
- F The letter \_\_\_\_ is at (1, 2).
- G The co-ordinates of *E* are (\_\_\_\_, \_\_\_\_).





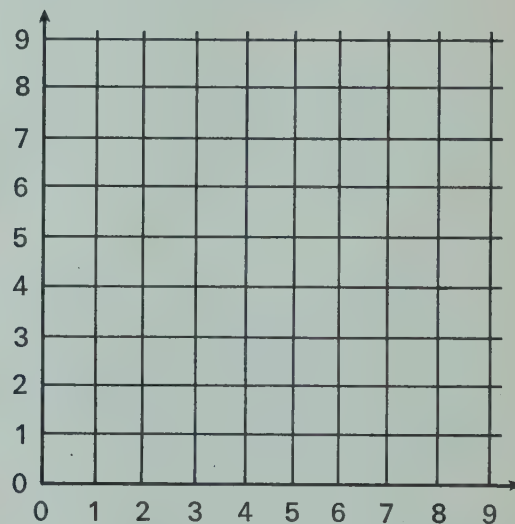
1. Use the grid at the right to graph each of these points. Write the letter beside it.

<i>A</i>	(3, 8)	<i>F</i>	(5, 4)
<i>B</i>	(7, 2)	<i>G</i>	(0, 4)
<i>C</i>	(2, 5)	<i>H</i>	(7, 0)
<i>D</i>	(4, 6)	<i>I</i>	(3, 1)
<i>E</i>	(8, 8)	<i>J</i>	(0, 0)



2. Draw a picture by graphing and connecting the points in the order given below.

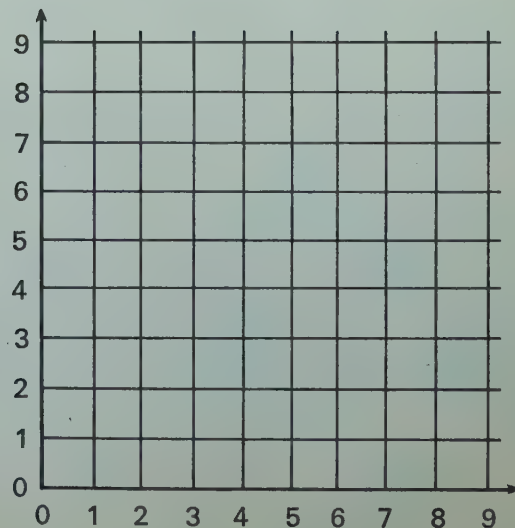
$(2, 0) \rightarrow (3, 3) \rightarrow (1, 5)$   
 $\rightarrow (3, 5) \rightarrow (4, 7) \rightarrow (5, 5)$   
 $\rightarrow (7, 5) \rightarrow (5, 3) \rightarrow (6, 0)$   
 $\rightarrow (4, 2) \rightarrow (2, 0)$



3. **A** Graph and connect the points in the order given below.

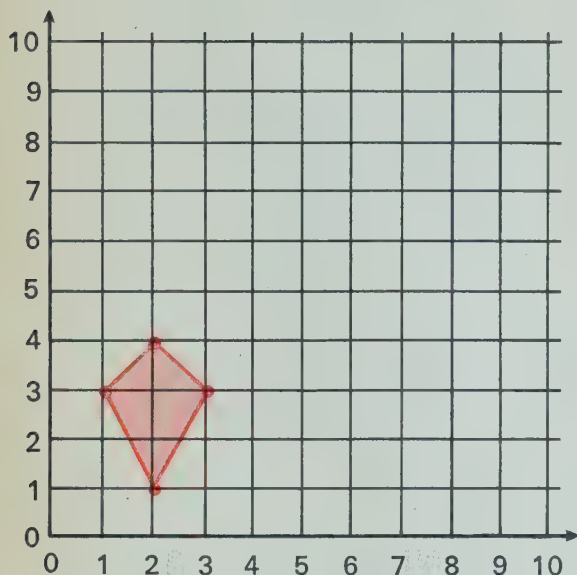
$(5, 3) \rightarrow (7, 5) \rightarrow (7, 1)$   
 $\rightarrow (9, 1) \rightarrow (9, 9)$   
 $\rightarrow (7, 9) \rightarrow (5, 6)$

- B** Draw the other half of the picture so that it is **symmetric**.



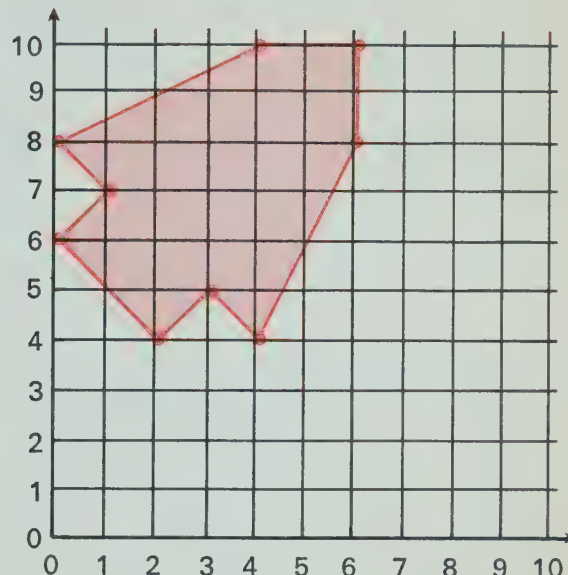
1. Move each point of the figure

3 over and 4 up and .  
Then connect them.



2. Move each point of the figure

4 over and 3 down and .  
Then connect them.

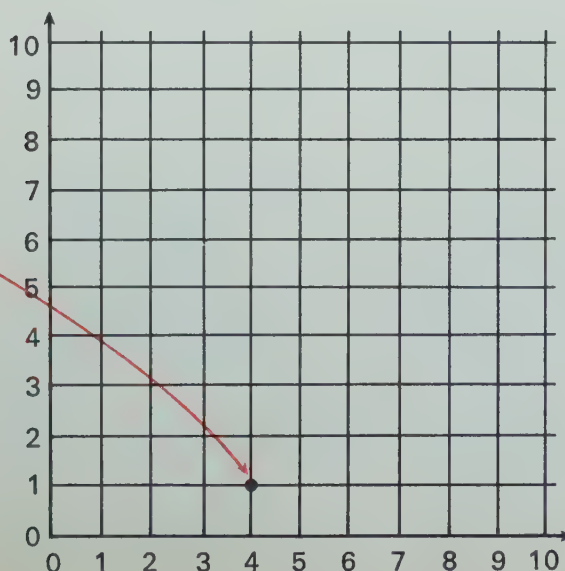


3. Graph the number pairs shown in the function table.

Example: If the input is 4 and the output is 1, the co-ordinates are (4, 1).

4. Find the output numbers.  
Then graph the number pairs on the same grid used for exercise 3.

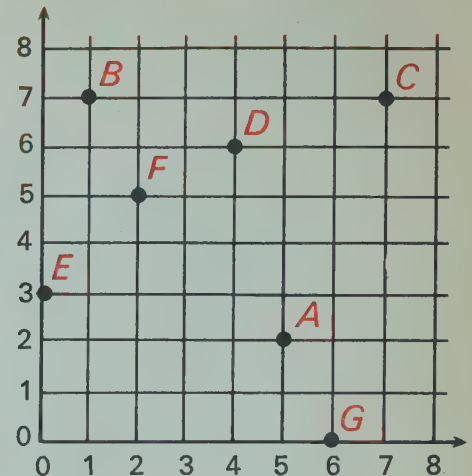
Function Rule	
Subtract 3	
Input	Output
4	1
5	2
6	3
7	4
8	5
9	6



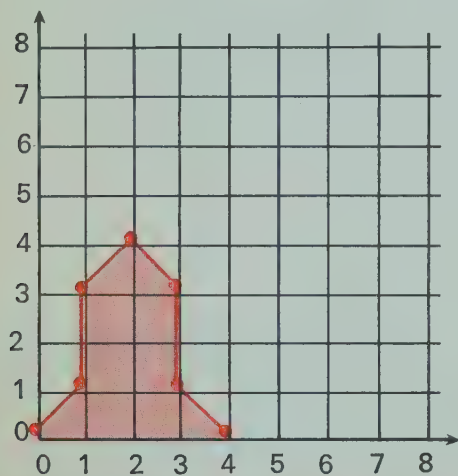
Function Rule	
Multiply by 2	
Input	Output
0	
1	
2	
3	
4	
5	

1. Give the correct number or letter for each blank.

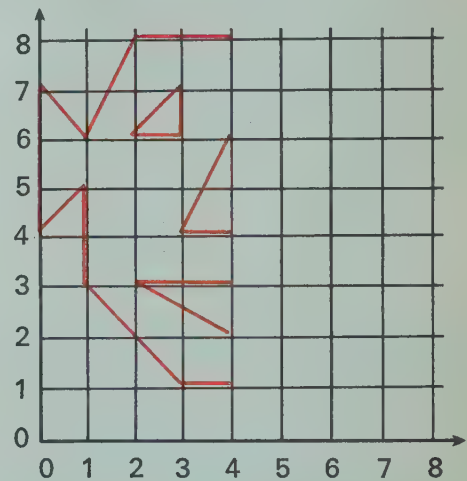
- A Point *A* is 5 over and \_\_\_\_\_ up.  
 B The co-ordinates of *B* are (1, \_\_\_\_\_).  
 C Point *G* is at (\_\_\_\_\_, \_\_\_\_\_).  
 D The point at (0, 3) is \_\_\_\_\_.  
 E The co-ordinates of *C* are (\_\_\_\_\_, \_\_\_\_\_).  
 F Point \_\_\_\_\_ has co-ordinates (2, 5).



2. Show where the figure will be after each point is moved **3 over** and **4 up**.

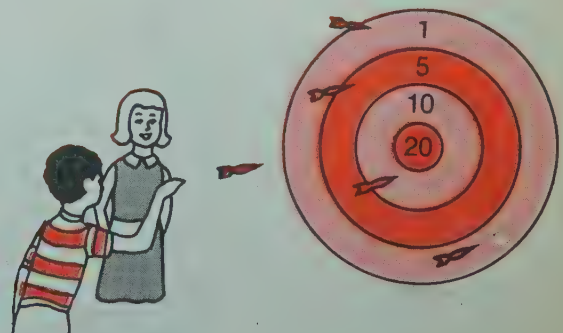


3. Draw the other half of the figure so that it will be **symmetric**.



## CHANGE OF PACE

1. How many points does Jim have on the first four darts? \_\_\_\_\_
2. If the fifth dart gets 20 points, how many points will he have in all? \_\_\_\_\_
3. When Jane threw the five darts, she got a score of 27. Her first two darts were "tens" and the third dart was a "one". Of the last two darts, one was a \_\_\_\_\_ and the other was a \_\_\_\_\_.

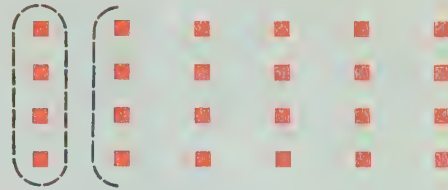


4. Jim had a score of 42.  
 Give a possible scoring. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = 42



1. Ring sets of 4 to find how many fours in 24.

There are \_\_\_\_\_ fours in 24.



2. Complete the jumps to zero to find how many fives in 20.

There are \_\_\_\_\_ fives in 20.



3. Complete the subtracting to zero to find how many threes in 15.

$$\begin{array}{r} 15 \\ -3 \\ \hline 12 \end{array} \quad \begin{array}{r} 12 \\ -3 \\ \hline 9 \end{array} \quad \begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array} \quad \begin{array}{r} 6 \\ -3 \\ \hline 3 \end{array} \quad \begin{array}{r} 3 \\ -3 \\ \hline 0 \end{array}$$

There are \_\_\_\_\_ threes in 15.

4. First find the product. Then find the quotient.

A  $5 \times 7 = \square \rightarrow 35 \div 7 = \square$

E  $6 \times 4 = \square \rightarrow 24 \div 6 = \square$

B  $3 \times 8 = \square \rightarrow 24 \div 8 = \square$

F  $6 \times 5 = \square \rightarrow 30 \div 5 = \square$

C  $4 \times 9 = \square \rightarrow 36 \div 4 = \square$

G  $7 \times 3 = \square \rightarrow 21 \div 7 = \square$

D  $2 \times 7 = \square \rightarrow 14 \div 7 = \square$

H  $9 \times 5 = \square \rightarrow 45 \div 9 = \square$

5. First find the factor. Then find the quotient.

A  $\square \times 8 = 32 \rightarrow 32 \div 8 = \square$

E  $\square \times 8 = 40 \rightarrow 40 \div 8 = \square$

B  $\square \times 6 = 36 \rightarrow 36 \div 6 = \square$

F  $\square \times 8 = 48 \rightarrow 48 \div 8 = \square$

C  $\square \times 5 = 35 \rightarrow 35 \div 5 = \square$

G  $\square \times 4 = 16 \rightarrow 16 \div 4 = \square$

D  $\square \times 7 = 42 \rightarrow 42 \div 7 = \square$

H  $\square \times 7 = 49 \rightarrow 49 \div 7 = \square$

1. Find the products.

A  $5 \times 3 = \underline{\hspace{2cm}}$

B  $6 \times 4 = \underline{\hspace{2cm}}$

C  $6 \times 6 = \underline{\hspace{2cm}}$

$5 \times 3 \times 10 = \underline{\hspace{2cm}}$

$6 \times 4 \times 10 = \underline{\hspace{2cm}}$

$6 \times 6 \times 10 = \underline{\hspace{2cm}}$

$5 \times 30 = \underline{\hspace{2cm}}$

$6 \times 40 = \underline{\hspace{2cm}}$

$6 \times 60 = \underline{\hspace{2cm}}$

D  $8 \times 2 = \underline{\hspace{2cm}}$

E  $7 \times 3 = \underline{\hspace{2cm}}$

F  $4 \times 5 = \underline{\hspace{2cm}}$

$8 \times 2 \times 10 = \underline{\hspace{2cm}}$

$7 \times 3 \times 100 = \underline{\hspace{2cm}}$

$4 \times 5 \times 100 = \underline{\hspace{2cm}}$

$8 \times 20 = \underline{\hspace{2cm}}$

$7 \times 300 = \underline{\hspace{2cm}}$

$4 \times 500 = \underline{\hspace{2cm}}$

2. Find the two products. Then find the quotient.

A  $4 \times 7 = \underline{\hspace{2cm}}$   $\rightarrow$   $4 \times 70 = \underline{\hspace{2cm}}$   $\rightarrow$   $280 \div 4 = \underline{\hspace{2cm}}$

B  $6 \times 3 = \underline{\hspace{2cm}}$   $\rightarrow$   $60 \times 3 = \underline{\hspace{2cm}}$   $\rightarrow$   $180 \div 3 = \underline{\hspace{2cm}}$

C  $3 \times 5 = \underline{\hspace{2cm}}$   $\rightarrow$   $3 \times 50 = \underline{\hspace{2cm}}$   $\rightarrow$   $150 \div 3 = \underline{\hspace{2cm}}$

D  $6 \times 2 = \underline{\hspace{2cm}}$   $\rightarrow$   $60 \times 2 = \underline{\hspace{2cm}}$   $\rightarrow$   $120 \div 2 = \underline{\hspace{2cm}}$

E  $5 \times 60 = \underline{\hspace{2cm}}$   $\rightarrow$   $5 \times 600 = \underline{\hspace{2cm}}$   $\rightarrow$   $3000 \div 5 = \underline{\hspace{2cm}}$

F  $60 \times 7 = \underline{\hspace{2cm}}$   $\rightarrow$   $600 \times 7 = \underline{\hspace{2cm}}$   $\rightarrow$   $4200 \div 7 = \underline{\hspace{2cm}}$

G  $4 \times 40 = \underline{\hspace{2cm}}$   $\rightarrow$   $4 \times 400 = \underline{\hspace{2cm}}$   $\rightarrow$   $1600 \div 4 = \underline{\hspace{2cm}}$

3. Find each missing factor. Then find the quotient.

A  $2 \times \underline{\hspace{2cm}} = 14$   $\rightarrow$   $2 \times \underline{\hspace{2cm}} = 140$   $\rightarrow$   $140 \div 2 = \underline{\hspace{2cm}}$

B  $4 \times \underline{\hspace{2cm}} = 12$   $\rightarrow$   $4 \times \underline{\hspace{2cm}} = 120$   $\rightarrow$   $120 \div 4 = \underline{\hspace{2cm}}$

C  $3 \times \underline{\hspace{2cm}} = 24$   $\rightarrow$   $3 \times \underline{\hspace{2cm}} = 240$   $\rightarrow$   $240 \div 3 = \underline{\hspace{2cm}}$

D  $5 \times \underline{\hspace{2cm}} = 30$   $\rightarrow$   $5 \times \underline{\hspace{2cm}} = 300$   $\rightarrow$   $300 \div 5 = \underline{\hspace{2cm}}$

E  $6 \times \underline{\hspace{2cm}} = 12$   $\rightarrow$   $6 \times \underline{\hspace{2cm}} = 120$   $\rightarrow$   $120 \div 6 = \underline{\hspace{2cm}}$

F  $2 \times \underline{\hspace{2cm}} = 60$   $\rightarrow$   $2 \times \underline{\hspace{2cm}} = 600$   $\rightarrow$   $600 \div 2 = \underline{\hspace{2cm}}$

G  $7 \times \underline{\hspace{2cm}} = 280$   $\rightarrow$   $7 \times \underline{\hspace{2cm}} = 2800$   $\rightarrow$   $2800 \div 7 = \underline{\hspace{2cm}}$

H  $9 \times \underline{\hspace{2cm}} = 450$   $\rightarrow$   $9 \times \underline{\hspace{2cm}} = 4500$   $\rightarrow$   $4500 \div 9 = \underline{\hspace{2cm}}$

1. **A** Give the output number on the function machine.
- B** If the input number had been 420, the output number would be \_\_\_\_\_.

THE FUNCTION MACHINE			
FUNCTION RULE		<input type="checkbox"/>	<input type="checkbox"/>
Divide by 7		<input type="checkbox"/>	<input type="checkbox"/>
INPUT	OUTPUT	<input type="checkbox"/>	<input type="checkbox"/>
280		<input type="checkbox"/>	<input type="checkbox"/>

For exercises 2 through 9, think about the function machine and give the missing numbers and function rules.

2. **Function Rule**  
Divide by 3

	Input	Output
	180	60
	240	80
<b>A</b>	120	
<b>B</b>	90	
<b>C</b>	150	
<b>D</b>	0	

3. **Function Rule**  
Divide by 5

	Input	Output
	150	30
	200	40
<b>A</b>	250	
<b>B</b>	100	
<b>C</b>	350	
<b>D</b>	50	

4. **Function Rule**  
Divide by 4

	Input	Output
	120	30
<b>A</b>	160	
<b>B</b>	80	
<b>C</b>	200	
<b>D</b>	240	
<b>E</b>	0	

5. **Function Rule**  
Divide by 6

	Input	Output
	360	60
<b>A</b>	120	
<b>B</b>	180	
<b>C</b>	60	
<b>D</b>	240	
<b>E</b>	300	

6. **Function Rule**  
Divide by 2

	Input	Output
<b>A</b>	80	
<b>B</b>	120	
<b>C</b>	0	
<b>D</b>	20	
<b>E</b>	100	
<b>F</b>	60	

7. **Function Rule**  
Divide by 7

	Input	Output
<b>A</b>	70	
<b>B</b>	280	
<b>C</b>	350	
<b>D</b>	140	
<b>E</b>	490	
<b>F</b>	210	

8. **Function Rule**

	Input	Output
<b>A</b>		
	160	40
	280	70
	200	50
<b>B</b>	80	20
<b>C</b>	40	
<b>D</b>	120	

9. **Function Rule**

	Input	Output
<b>A</b>		
	30	10
	150	50
	90	30
<b>B</b>	120	
<b>C</b>	270	
<b>D</b>	0	



1. Find the differences. Then fill in the blanks.

A  $18 \div 3$

$$\begin{array}{r} 18 \\ - 3 \\ \hline \end{array} \rightarrow \begin{array}{r} 15 \\ - 3 \\ \hline \end{array} \rightarrow \begin{array}{r} 12 \\ - 3 \\ \hline \end{array} \rightarrow \begin{array}{r} 9 \\ - 3 \\ \hline \end{array} \rightarrow \begin{array}{r} 6 \\ - 3 \\ \hline \end{array} \rightarrow \begin{array}{r} 3 \\ - 3 \\ \hline \end{array}$$

Three was subtracted \_\_\_\_\_ times.

There are \_\_\_\_\_ threes in 18.  $\rightarrow 18 \div 3 = \underline{\hspace{2cm}}$

B  $35 \div 5$

$$\begin{array}{r} 35 \\ - 5 \\ \hline \end{array} \rightarrow \begin{array}{r} 30 \\ - 5 \\ \hline \end{array} \rightarrow \begin{array}{r} 25 \\ - 5 \\ \hline \end{array} \rightarrow \begin{array}{r} 20 \\ - 5 \\ \hline \end{array} \rightarrow \begin{array}{r} 15 \\ - 5 \\ \hline \end{array} \rightarrow \begin{array}{r} 10 \\ - 5 \\ \hline \end{array} \rightarrow \begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

Five was subtracted \_\_\_\_\_ times.

There are \_\_\_\_\_ fives in 35.  $\rightarrow 35 \div 5 = \underline{\hspace{2cm}}$

2. Find the differences. Then solve the division equation.

A  $24 \div 6$

$$\begin{array}{r} 24 \\ - 6 \\ \hline \square \\ - 6 \\ \hline \square \\ - 6 \\ \hline \square \\ - 6 \\ \hline \square \end{array}$$

$24 \div 6 = \square$

B  $27 \div 9$

$$\begin{array}{r} 27 \\ - 9 \\ \hline \square \\ - 9 \\ \hline \square \\ - 9 \\ \hline \square \end{array}$$

$27 \div 9 = \square$

C  $35 \div 7$

$$\begin{array}{r} 35 \\ - 7 \\ \hline \square \\ - 7 \\ \hline \square \\ - 7 \\ \hline \square \\ - 7 \\ \hline \square \\ - 7 \\ \hline \square \end{array}$$

$35 \div 7 = \square$

D  $32 \div 8$

$$\begin{array}{r} 32 \\ - 8 \\ \hline \square \\ - 8 \\ \hline \square \\ - 8 \\ \hline \square \\ - 8 \\ \hline \square \end{array}$$

$32 \div 8 = \square$

1. Mike and Sandy worked the same problem. Find the differences and solve the equation.

*Mike*

$$\begin{array}{r} 42 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} -7 \\ \hline \end{array}$$

$$\begin{array}{r} -7 \\ \hline \end{array}$$

$$\begin{array}{r} -7 \\ \hline \end{array}$$

$$\begin{array}{r} -7 \\ \hline \end{array}$$

$$\begin{array}{r} -7 \\ \hline \end{array}$$

$$42 \div 7 = \square$$

*Sandy*

$$\begin{array}{r} 42 \\ -14 \\ \hline \end{array} \leftarrow 2 \text{ sevens}$$

$$\begin{array}{r} -14 \\ \hline \end{array} \leftarrow 2 \text{ sevens}$$

$$\begin{array}{r} -14 \\ \hline \end{array} \leftarrow 2 \text{ sevens}$$

$$42 \div 7 = \square$$

2. Mike subtracted one seven at a time.

- A How many sevens did Sandy subtract each time? \_\_\_\_\_
- B Did they both find the same number of sevens in 42? \_\_\_\_\_
- C Whose method do you think is shorter? \_\_\_\_\_

3. Find the differences. Then solve the division equation.

A

$$\begin{array}{r} 36 \\ -12 \\ \hline \end{array} \leftarrow 3 \text{ fours}$$

$$\begin{array}{r} -12 \\ \hline \end{array} \leftarrow 3 \text{ fours}$$

$$\begin{array}{r} -12 \\ \hline \end{array} \leftarrow 3 \text{ fours}$$

$$36 \div 4 = \square$$

B

$$\begin{array}{r} 42 \\ -24 \\ \hline \end{array} \leftarrow 4 \text{ sixes}$$

$$\begin{array}{r} -18 \\ \hline \end{array} \leftarrow 3 \text{ sixes}$$

$$42 \div 6 = \square$$

C

$$\begin{array}{r} 45 \\ -18 \\ \hline \end{array} \leftarrow 2 \text{ nines}$$

$$\begin{array}{r} -18 \\ \hline \end{array} \leftarrow 2 \text{ nines}$$

$$\begin{array}{r} -9 \\ \hline \end{array} \leftarrow 1 \text{ nine}$$

$$45 \div 9 = \square$$

## ● Finding Quotients by Subtraction

Give the number for each  . Then solve the division equation.

1.  $42 \div 3$

How many threes in 42?

$$\begin{array}{r} 42 \\ - 30 \leftarrow 10 \text{ threes} \\ \hline 12 \\ - 12 \leftarrow 4 \text{ threes} \\ \hline 0 \end{array}$$



$42 \div 3 = 14$

2.  $36 \div 2$

How many twos in 36?

$$\begin{array}{r} 36 \\ - 20 \leftarrow \text{ } \text{ twos} \\ \hline 16 \\ - 16 \leftarrow \text{ } \text{ twos} \\ \hline 0 \end{array}$$



$36 \div 2 = \text{ } \text{ }$

3.  $56 \div 4$

How many fours in 56?

$$\begin{array}{r} 56 \\ - 40 \leftarrow \text{ } \text{ fours} \\ \hline 16 \\ - 16 \leftarrow \text{ } \text{ fours} \\ \hline 0 \end{array}$$



$56 \div 4 = \text{ } \text{ }$

4.  $60 \div 5$

How many fives in 60?

$$\begin{array}{r} 60 \\ - 50 \leftarrow \text{ } \text{ fives} \\ \hline 10 \\ - 10 \leftarrow \text{ } \text{ fives} \\ \hline 0 \end{array}$$



$60 \div 5 = \text{ } \text{ }$

5.  $64 \div 4$

How many fours in 64?

$$\begin{array}{r} 64 \\ - 40 \leftarrow \text{ } \text{ fours} \\ \hline 24 \\ - 24 \leftarrow \text{ } \text{ fours} \\ \hline 0 \end{array}$$



$64 \div 4 = \text{ } \text{ }$

6.  $51 \div 3$

How many threes in 51?

$$\begin{array}{r} 51 \\ - 30 \leftarrow \text{ } \text{ threes} \\ \hline 21 \\ - 21 \leftarrow \text{ } \text{ threes} \\ \hline 0 \end{array}$$



$51 \div 3 = \text{ } \text{ }$

7.  $32 \div 2$

How many twos in 32?

$$\begin{array}{r} 32 \\ - 20 \leftarrow \text{ } \text{ twos} \\ \hline 12 \\ - 12 \leftarrow \text{ } \text{ twos} \\ \hline 0 \end{array}$$



$32 \div 2 = \text{ } \text{ }$

8.  $84 \div 7$

How many sevens in 84?

$$\begin{array}{r} 84 \\ - 70 \leftarrow \text{ } \text{ sevens} \\ \hline 14 \\ - 14 \leftarrow \text{ } \text{ sevens} \\ \hline 0 \end{array}$$



$84 \div 7 = \text{ } \text{ }$

9.  $78 \div 6$

How many sixes in 78?

$$\begin{array}{r} 78 \\ - 60 \leftarrow \text{ } \text{ sixes} \\ \hline 18 \\ - 18 \leftarrow \text{ } \text{ sixes} \\ \hline 0 \end{array}$$



$78 \div 6 = \text{ } \text{ }$



## ● Finding Larger Quotients by Subtraction

Find the number for each  . Then solve the division equation.

1.  $75 \div 3$

$$\begin{array}{r} 75 \\ - 30 \leftarrow 10 \text{ threes} \\ \hline 45 \\ - 30 \leftarrow 10 \text{ threes} \\ \hline 15 \\ - 15 \leftarrow 5 \text{ threes} \\ \hline 0 \end{array}$$

$75 \div 3 = 25$

2.  $138 \div 6$

$$\begin{array}{r} 138 \\ - 60 \leftarrow \text{sixes} \\ \hline 78 \\ - 60 \leftarrow \text{sixes} \\ \hline 18 \\ - 18 \leftarrow \text{sixes} \\ \hline 0 \end{array}$$

$138 \div 6 =$   

3.  $72 \div 2$

$$\begin{array}{r} 72 \\ - 20 \leftarrow \text{twos} \\ \hline 52 \\ - 20 \leftarrow \text{twos} \\ \hline 32 \\ - 20 \leftarrow \text{twos} \\ \hline 12 \\ - 12 \leftarrow \text{twos} \\ \hline 0 \end{array}$$

$72 \div 2 =$   

4.  $215 \div 5$

$$\begin{array}{r} 215 \\ - 50 \leftarrow \text{fives} \\ \hline 165 \\ - 50 \leftarrow \text{fives} \\ \hline 115 \\ - 50 \leftarrow \text{fives} \\ \hline 65 \\ - 50 \leftarrow \text{fives} \\ \hline 15 \\ - 15 \leftarrow \text{fives} \\ \hline 0 \end{array}$$

$215 \div 5 =$   

5.  $136 \div 4$

$$\begin{array}{r} 136 \\ - 40 \leftarrow \text{fours} \\ \hline 96 \\ - 40 \leftarrow \text{fours} \\ \hline 56 \\ - 40 \leftarrow \text{fours} \\ \hline 16 \\ - 16 \leftarrow \text{fours} \\ \hline 0 \end{array}$$

$136 \div 4 =$   

6.  $294 \div 7$

$$\begin{array}{r} 294 \\ - 70 \leftarrow \text{sevens} \\ \hline 224 \\ - 70 \leftarrow \text{sevens} \\ \hline 154 \\ - 70 \leftarrow \text{sevens} \\ \hline 84 \\ - 70 \leftarrow \text{sevens} \\ \hline 14 \\ - 14 \leftarrow \text{sevens} \\ \hline 0 \end{array}$$

$294 \div 7 =$

1. Give the number for each . Then solve the division equation.

A  $96 \div 4$

How many fours in 96?

$$\begin{array}{r} 96 \\ - 80 \leftarrow 20 \text{ fours} \\ \hline 16 \\ - 16 \leftarrow 4 \text{ fours} \\ \hline 0 \end{array}$$

$96 \div 4 = 24$

B  $160 \div 5$

How many fives in 160?

$$\begin{array}{r} 160 \\ - 150 \leftarrow \text{fives} \\ \hline 10 \\ - 10 \leftarrow \text{fives} \\ \hline 0 \end{array}$$

$160 \div 5 =$

C  $94 \div 2$

How many twos in 94?

$$\begin{array}{r} 94 \\ - 80 \leftarrow \text{twos} \\ \hline 14 \\ - 14 \leftarrow \text{twos} \\ \hline 0 \end{array}$$

$94 \div 2 =$

D  $141 \div 3$

How many threes in 141?

$$\begin{array}{r} 141 \\ - 120 \leftarrow \text{threes} \\ \hline 21 \\ - 21 \leftarrow \text{threes} \\ \hline 0 \end{array}$$

$141 \div 3 =$

E  $144 \div 4$

How many fours in 144?

$$\begin{array}{r} 144 \\ - 120 \leftarrow \text{fours} \\ \hline 24 \\ - 24 \leftarrow \text{fours} \\ \hline 0 \end{array}$$

$144 \div 4 =$

F  $224 \div 7$

How many sevens in 224?

$$\begin{array}{r} 224 \\ - 210 \leftarrow \text{sevens} \\ \hline 14 \\ - 14 \leftarrow \text{sevens} \\ \hline 0 \end{array}$$

$224 \div 7 =$

2. Use your own method of subtracting to find these quotients.

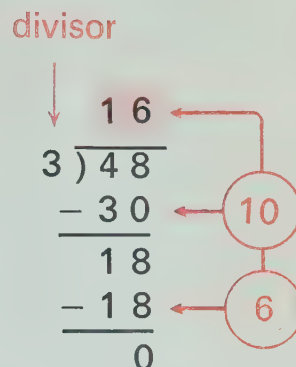
A  $84 \div 6 =$

B  $92 \div 4 =$

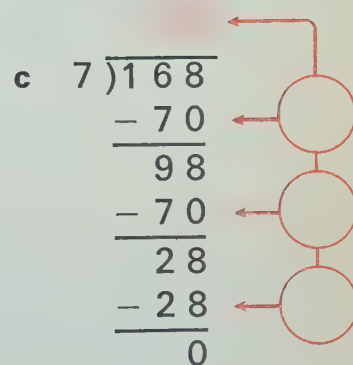
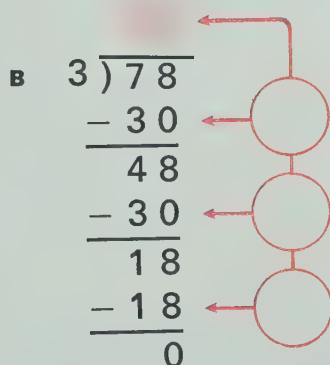
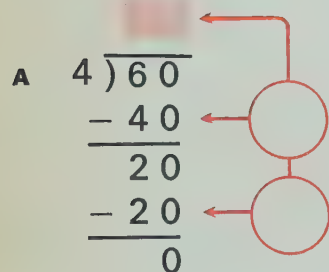
C  $105 \div 3 =$

1. The example shows a new way to write division exercises. The numbers in the rings tell what multiple of the divisor was subtracted.

- A How many threes were subtracted the first time? \_\_\_\_\_
- B How many threes were subtracted the second time? \_\_\_\_\_
- C How many threes were subtracted in all? \_\_\_\_\_
- D Solve:  $48 \div 3 = \square$



2. Give the number for each ring. Then write the quotient in the



3. Find the quotients.

A  $3 \overline{) 54}$

B  $5 \overline{) 65}$

C  $4 \overline{) 100}$



Find the quotients.

1.  $2 \overline{) 32}$

2.  $3 \overline{) 69}$

3.  $5 \overline{) 70}$

4.  $4 \overline{) 116}$

5.  $5 \overline{) 135}$

6.  $7 \overline{) 224}$

## CHANGE OF PACE

Find the number for each . Check your work.

1.   $\xrightarrow{\text{add } 6}$  13

5.   $\xrightarrow{\text{subtract } 5}$    $\xrightarrow{\text{add } 9}$  17

2.   $\xrightarrow{\text{subtract } 4}$  12

6.   $\xrightarrow{\text{subtract } 4}$    $\xrightarrow{\text{multiply by } 2}$  12

3.   $\xrightarrow{\text{add } 10}$  32

7.   $\xrightarrow{\text{add } 7}$    $\xrightarrow{\text{divide by } 3}$  8

4.   $\xrightarrow{\text{multiply by } 2}$  12

8.   $\xrightarrow{\text{divide by } 2}$    $\xrightarrow{\text{subtract } 8}$  0

1. Answer **add, subtract, multiply, or divide** to tell what operation you would use to solve the problem.

- |  |  |
|--|--|
| <p><b>A</b> Tom had ███ marbles. He got ███ more marbles. How many does he have now? _____</p>   | <p><b>D</b> In Jim's room there were ███ rows of seats and ███ seats in each row. How many seats were there? _____</p>                       |
| <p><b>B</b> Jane had ███ cents. She spent ███ cents. How much does she have left? _____</p>  | <p><b>E</b> Pat had ███ records and Pam had ███ records. How many more records did Pat have than Pam? _____</p>                              |
| <p><b>C</b> Sue practiced her music lesson for ███ minutes. This was ███ minutes more than she practiced last time. How long did she practice last time? _____</p> | <p><b>F</b> Jack had ███ baseball cards. He put them in stacks with ███ cards in each stack. How many stacks of cards did he have? _____</p> |

2. Short stories. Solve the problems.

- |   |  |
|---|--|
| <p><b>A</b> 7 bags. 12 balls in each bag.<br/>How many balls? _____</p>                 | <p><b>E</b> 36 cents for a litre of milk. 4 glasses in a litre. At this rate, how much is a glass of milk? _____</p> |
| <p><b>B</b> 364 days. 7 days a week.<br/>How many weeks? _____</p>                      | <p><b>F</b> 315 chairs. 5 rows (same number in each). How many chairs in each row? _____</p>                         |
| <p><b>C</b> 24 bottles of pop in a case. Drank 15 of them.<br/>How many left? _____</p> | <p><b>G</b> 12 in a dozen. 8 dozen eggs.<br/>How many eggs? _____</p>  |
| <p><b>D</b> 128 books in 8 boxes. How many books in each box? _____</p>                 | <p><b>H</b> 216 horseshoes. 4 shoes per horse.<br/>How many horses? _____</p>  |

1. Study the examples. Then answer the questions.

**A**    Quotient →    1 4  
          Divisor → 3  $\overline{) 42}$   
                   - 3 0    ← 10  
                   - 1 2    ← 4  
                   - 0  
          Remainder → 0

**B**       1 3  
          5  $\overline{) 67}$   
               5 0    ← 10  
               1 7  
               1 5    ← 3  
                2

**C**       1 2  
          6  $\overline{) 75}$   
               6 0    ← 10  
               1 5  
               1 2    ← 2  
                3

In example A, the remainder is 0. In examples B and C, the remainder is **not** zero.

- A What is the quotient in example A? \_\_\_\_\_
- B What is the divisor in example A? \_\_\_\_\_
- C What is the quotient in example B? \_\_\_\_\_
- D What is the divisor in example B? \_\_\_\_\_
- E What is the remainder in example B? \_\_\_\_\_
- F What is the remainder in example C? \_\_\_\_\_

2. Find the quotients and remainders. Remember, the remainder may not be zero.

A    4  $\overline{) 103}$

B    6  $\overline{) 139}$

C    6  $\overline{) 155}$

D    7  $\overline{) 222}$

E    3  $\overline{) 265}$

F    9  $\overline{) 738}$



1. Use the check suggested by the arrows to tell which of the exercises have been completed correctly. Ring one of the words, "correct" or "incorrect," for each exercise.

$$\begin{array}{r} 4 \overline{) 27} \\ \underline{24} \\ 3 \end{array}$$

correct  
incorrect

$$\begin{array}{r} 3 \overline{) 22} \\ \underline{21} \\ 1 \end{array}$$

correct  
incorrect

$$\begin{array}{r} 5 \overline{) 37} \\ \underline{35} \\ 2 \end{array}$$

correct  
incorrect

$$\begin{array}{r} 6 \overline{) 20} \\ \underline{18} \\ 2 \end{array}$$

correct  
incorrect

$$\begin{array}{r} 5 \overline{) 30} \\ \underline{30} \\ 0 \end{array}$$

correct  
incorrect

$$\begin{array}{r} 2 \overline{) 11} \\ \underline{10} \\ 1 \end{array}$$

correct  
incorrect

$$\begin{array}{r} 4 \overline{) 22} \\ \underline{20} \\ 2 \end{array}$$

correct  
incorrect

$$\begin{array}{r} 6 \overline{) 42} \\ \underline{40} \\ 2 \end{array}$$

correct  
incorrect

2. Find the quotient and remainder. Then check your answer.

A  $5 \overline{) 42}$

B  $4 \overline{) 25}$

C  $6 \overline{) 35}$

D  $5 \overline{) 163}$

E  $8 \overline{) 176}$

F  $2 \overline{) 45}$



1. Find the two products. Then find the quotient.

A  $3 \times 6 = \underline{\hspace{2cm}} \rightarrow 3 \times 60 = \underline{\hspace{2cm}} \rightarrow 180 \div 3 = \underline{\hspace{2cm}}$

B  $4 \times 60 = \underline{\hspace{2cm}} \rightarrow 4 \times 600 = \underline{\hspace{2cm}} \rightarrow 2400 \div 4 = \underline{\hspace{2cm}}$

2. Find each missing factor. Then find the quotient.

A  $4 \times \underline{\hspace{2cm}} = 12 \rightarrow 4 \times \underline{\hspace{2cm}} = 120 \rightarrow 120 \div 4 = \underline{\hspace{2cm}}$

B  $5 \times \underline{\hspace{2cm}} = 250 \rightarrow 5 \times \underline{\hspace{2cm}} = 2500 \rightarrow 2500 \div 5 = \underline{\hspace{2cm}}$

3. Find the quotient and remainder. Then check your answer.

A  $6 \overline{)138}$

B  $3 \overline{)115}$

C  $4 \overline{)219}$

R

## CHANGE OF PACE

Work the puzzle.

### Across

1. 11 tens
3.  $300 + 60 + 1$
6.  $5 \times 17$
7. 100 tens
8.  $1000 - 1$
10.  $5 \times 70$
11.  $607 - 297$
13.  $4 \times (8 \times 10)$
14.  $667 \times 10$
17. Next prime after 7
19.  $103 + 156 + 273$
20.  $(12 \times 5) \times 10$

### Down

1.  $3 \times 6$
2.  $836 + 759$
3.  $(4 \times 8) - 2$
4. An estimate for 59
5.  $10 \times 10 \times 10$
7. 1 ten and 9
9.  $180 \div 2$
10.  $613 \times 5$
11.  $192 \div 6$
12. Ten hundred and ten
13. In 236 the 3 means  $\square$ .
15.  $315 \div 5$
16.  $71 < \square < 73$
18.  $316 = 300 + \square + 6$

1	2			3	4	5
6			7			
	8	9				
10				11	12	
			13			
14	15	16			17	18
19				20		



# CONTENTS

Workbook  
page

To follow  
text page

## Chapter 1 COUNTING AND MEASUREMENT

1	Measurement by Counting	7
2	The Centimetre	11
3	Finding Length	15
4	Finding Area	19
5	Reviewing Measurement	21
6	More About Fractions	23
7	Finding Volume	25
8	Liquid Measure	27
9	Solving Problems	29
10	Reviewing the Chapter	29

## Chapter 2 PLACE VALUE

11	2-Digit Numerals	33
12	3-Digit Numerals	37
13	4-Digit Numerals	41
14	Inequalities	43
15	Using Larger Numbers	47
16	Reviewing the Chapter	48

## Chapter 3 ADDITION AND SUBTRACTION

17	Sets	51
18	Addition and Subtraction on the Number Line	53
19	Missing Addends, Comparisons	59
20	Using the Basic Principles	63
21	Finding Sums	65
22	Finding Differences	66
23	Addition and Subtraction Exercises	67
24	Solving Problems	67
25	The Function Game	71
26	Reviewing the Chapter	72

## Chapter 4 GEOMETRY

27	Segments, Lines, and Rays	77
28	Angles and Triangles	85
29	Right Triangles	87
30	Reviewing the Chapter	88

## Chapter 5 ADDING AND SUBTRACTING

31	Tens and Ones	91
32	Special Sums	93
33	Reasoning in Addition	95
34	Reasoning in Subtraction	95
35	Inequality Exercises	97
36	Finding Sums	99
37	A Shortcut for Adding with Regrouping	101
38	Addition and Subtraction Problems	103
39	Regrouping	105
40	Regrouping to Find Differences	107
41	A Shortcut for Subtracting with Regrouping	107
42	Solving Problems	111
43	Money	115
44	Reviewing the Chapter	119

## Chapter 6 MULTIPLICATION

45	The Meaning of Multiplication	123
46	Multiplication on the Number Line	125
47	Thinking About Multiplication in Several Ways	129
48	Factors and Products, Zero and One	137
49	The Order and Grouping Principles	141
50	The Multiplication-Addition Principle	143
51	Using the Multiplication-Addition Principle	145
52	Multiplication Facts	147
53	More Multiplication Facts	149
54	Completing the Multiplication Table	155
55	The Function Game	155

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Chapter

61	Division and Sets	159
62	Division and Rectangular Regions	161
63	Division and Subtraction	163
64	Division on the Number Line	165
65	Quotients and Missing Factors	167
66	Multiplication and Division	
67	Know Your Facts	
68	The Function Game	
69	Using Division	
70	Solving Division Problems	
71	Understanding Division	
72	Short Stories	
73	Reasoning to Find Quotients	
74	Reviewing the Chapter	

## Chapter 8 GEOMETRY

75	Angles and Parallel Lines	173
76	Quadrilaterals	175
77	Closed Curves and Symmetry	177
78	Reviewing the Chapter	179

## Chapter 9 NUMBER THEORY

79	Even and Odd Numbers	181
80	Multiples and Factors	184
81	Prime Numbers	185
82	Reviewing the Chapter	187

## Chapter 10 MULTIPLYING

83	Multiplying by 10 and 100	187
84	Multiplying by 10, 20, 30, ...	189
85	The Multiplication-Addition Principle Again	190
86	Using the Multiplication-Addition Principle	192
87	Finding Products	192
88	Multiplying Practice	193
89	A Shortcut for Multiplying	194
90	Multiplication Problems	195
91	3 and 4-Digit Factors	196
92	Estimating	197
93	Solving Problems	198
94	Reviewing the Chapter	199

## Chapter 11 GEOMETRY AND GRAPHING

95	Locating Points	200
96	Graphing Points, Symmetry	201
97	Graphing and the Function Machine	202
98	Reviewing the Chapter	203

## Chapter 12 DIVIDING

99	Division Review	204
100	Special Products and Quotients	205
101	The Function Machine	206
102	Subtraction and Division	207
103	Subtracting to Find Quotients	208
104	Finding Quotients by Subtraction	209
105	Finding Larger Quotients by Subtraction	210
106	Reasoning in Division	211
107	A New Way to Write Division Exercises	212
108	Dividing	213
109	Solving Problems	214
110	Remainders Not Zero	215
111	Checking Answers in Division	216
112	Reviewing the Chapter	217





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